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ABSTRACT

This paper reviews all of the 50 state plans required under Part B of the Individuals with Disabilities Education Act (IDEA) in order to identify state initiatives dealing with the recruitment and retention of special education personnel. The beginning of the report explains the requirements under IDEA relevant to recruitment and discusses the importance of recruiting and retaining qualified special education teachers. Results of the analysis indicate: (1) 10 states have specific retention programs for special educators; (2) 33 states have inservice training to promote retention; (3) 2 states have special educator recruiting programs; (4) 27 states have minority recruiting programs; (5) 5 states have ethnic-specific recruiting programs; (6) 10 states have high school recruiting programs; (7) 10 states have programs for forgiving loans from institutions of higher learning; (8) 6 states have procedures for using paraprofessionals; (9) 19 states have mentor programs; (10) 7 states have training for mentors; (11) 23 states have specific techniques that address collaboration with institutions of higher education to enable better recruitment and retention for the state; and (12) 6 states have alternative certification. Appendices include descriptions of the recruitment and retention initiatives of the different states. (Contains 12 references.) (CR)

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Recruitment and Retention of Special Educators and Related Services Personnel: State Plan and State Strategic Plan Provisions

1997 Report

Frank Mullins
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Kim Reinoehl

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Recruitment and Retention of Special Educators and Related Services Personnel: State Plan and State Strategic Plan Provisions

1997 Report

Frank Mullins
Sidney Morris
Kim Reinoehl

The following pages identify the State initiatives dealing with the recruitment and retention of special education personnel. For States not listing a framework for recruitment or retention planning, we recommend that you contact the Department of Special Education of that particular State. Since changes occur rapidly, you are encouraged to contact the individual State for any recent modification of its recruitment and retention procedures.

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Recruitment and Retention of Special Educators and Related Services Personnel:
State Plan and Strategic Plan Provisions
1997 Report

The Federal role in the education of special populations began in the mid-19th century with the founding of Howard University for disadvantaged students and Gallaudet University for individuals with disabilities. Over the next 100 years, the Federal government assisted both these specialized schools and the students enrolled in their programs. Funding extended to secondary and elementary school programs through these universities. The Federal policy of targeting special populations proved effective in improving the quality of education programs and enhancing the unique characteristics of American public schools.

The Federal government did not attempt to mandate the provision of special education services until the mid-1970s (Osborne, 1988; Turnbull, 1990) with the passage of Public Law 94-142, the Education for All Handicapped Children Act. Congress has recognized, however, that the additional costs of special education can be burdensome, and that as a policy matter it makes sense to encourage some degree of consistency among the various States. To that end, Congress passed the IDEA (effective in 1975), formerly referred to as P.L. 94-142. IDEA allows for the dollars and mechanisms through appropriations that permit the Department of Education to implement programs authorized by Congress. In a period of tight budgets, State Departments of Special Education must look to sources other than local funding for the money needed to provide a free appropriate public education for all students. To be in compliance with Federal law and to receive Federal funding, a State must address all Federal laws, initiate actions toward fulfilling the law requirements, and show full and proper use of the special education funding received. The monitoring of Federal funds is the responsibility of the granting agency, with assistance from all relevant State fiscal divisions. Each State is required to submit to the U.S. Department of Education, Office of Special Education Programs, a program plan that details the order of magnitude of the available special education programs. This program plan is the State Plan.

Features of State Special Education Plans

The State Plans, which are mandated under Part B of the Individuals with Disabilities Education Act (IDEA), Section 1413 must include such requisite features as:

Sec. 1413 a3A

- Include a description of the procedures and activities the State will undertake to ensure an adequate supply of qualified special education and related services personnel, by area of specialization.

- Develop and maintain a system for determining, on an annual basis, the institutions of higher education within the State that are preparing special education and related services personnel, including leadership personnel by area of specialization.

- Address current and projected special education and related services personnel needs.

- Coordinate and facilitate efforts among State and local educational agencies, institutions of higher education, and professional associations to recruit, prepare, and retain qualified personnel, including personnel from minority backgrounds and personnel with disabilities.

Sec. 1413 a3B

- Provide a description of the procedures and activities the State will undertake to ensure that all personnel necessary to carry out this subchapter are appropriately and adequately prepared.

- Include a system for continuing education of regular and special education and related services personnel.

The State Plans must include all information requested by the United States Department of Education, Office of Special Education and Rehabilitative Services (OSERS). The State Plan is an integral part of the total State design for the delivery of services to students with disabilities. State Boards of Education rules incorporate all State and Federal laws and all regulations that are applicable to the education of students with disabilities. State Plans are submitted to OSERS (1995) every three years. From there, the State Plan is moved to the Office of Special Education Programs (OSEP) through the Monitoring and State Improvement Planning Division. The States are divided into three groups and these groups submit their individual State Plans on a three year cycle to facilitate better coordination between the State Plan and Federal monitoring procedures (Table 1).

Table 1
State Plan Submission Cycle: Part B of the Individuals with Disabilities Education Act (IDEA), Section 1413

GROUP I (FY 1997-99)	GROUP II (FY 1998-2000)	GROUP III (FY 1999-2001)
1. Arkansas	1. Alabama	1. Arizona
2. California	2. Alaska	2. Connecticut
3. Delaware	3. Colorado	3. District of Columbia
4. Georgia	4. Florida	4. Idaho
5. Hawaii	5. Maine	5. Illinois
6. Indiana	6. Michigan	6. Iowa
7. Kansas	7. Mississippi	7. Montana
8. Kentucky	8. Missouri	8. New Hampshire
9. Louisiana	9. Nebraska	9. New York
10. Maryland	10. New Jersey	10. North Carolina
11. Massachusetts	11. New Mexico	11. North Dakota
12. Minnesota	12. Oregon	12. South Dakota
13. Nevada	13. Pennsylvania	13. Utah
14. Ohio	14. Tennessee	14. Virginia
15. Oklahoma	15. Vermont	15. Washington
16. Rhode Island		16. Wisconsin
17. South Carolina		17. Wyoming
18. Texas		
19. West Virginia		

OSERS released a memorandum addressed to chief State school officers concerning State Plan renewal and the 3-year cycle. This memorandum advised the school officers of the Department of Education's decision to allow States with approved State Plans for FYs 1994-1997 to continue to operate under those plans for FY 1998, rather than require the submission of new 3-year plans (U.S. Department of Education, OSEP, 1996). States were given this extension because the U.S. Congress was continuing to work on the reauthorization of IDEA that will make a number of changes to Part B. Rather than require new 3-year plans for FYs 1998-2000 from those States with plans effective for FY 1994-1996 and FY 1995-1997, it was decided to allow those States to continue to operate under their current plans through FY 1998.

State vs. Strategic Plans

Section 1413 of IDEA specifically requires that a State Plan be developed in such a manner as to contain or accompany information the Secretary of Education deems necessary. This is not true of the strategic plan. A Strategic Plan can help the State think and act in ways that support the State's mission and goals (Bryson, 1988). Many State personnel, board members

and district administrators confess to being confused over exactly what it is and what it requires. A Strategic Plan, after all, is not simply developed to substantiate the Strategic Plan. Joseph D'Amico (1988) explains that Strategic Plans can be quite specific. The American Association of School Administrators (AASA, 1993) recommends anticipating future trends. A Strategic Plan, thus, is a roadmap to the future. Its lines must always be true and clear.

Strategic planning is "aimed at the total concentration of the organization's resources on mutually predetermined measurable outcomes." In keeping with this definition, a State's entire resources and purpose are encompassed in an effective Strategic Plan. If a State is to operate effectively, it needs to periodically review and reestablish its goals. Strategic planning addresses subjects that will continue to reshape the nation and its schools (e.g., shortages of teachers, English as a second language, recruitment, retention).

In order to be successful, the Strategic Plan is a continuing process. It is a way of thinking and a process for deriving practical and justifiable procedures. It should be reviewed annually, with a particularly thorough review at the end of the first year (Kaufman, 1995; Newberry, 1992; Section 1413(a)(3) of IDEA). This examination allows for continuous improvement for determining effectiveness and efficiency. Annual reviews are utilized to check the Strategic Plan against what the State is actually doing and to make adjustments in either the Plan or in how the Plan is or is not being implemented.

Planning for Recruitment and Retention of Special Educators

To qualify for assistance in any fiscal year, a State needs to demonstrate to the Secretary of Education that it assures all children with disabilities in that particular State will receive a free appropriate public education. This plan sets forth, in detail, the policies and procedures which the State will undertake or has undertaken in order to assure that this goal is met. The policies and procedures define a State's Comprehensive System of Personnel Development (CSPD) that includes a description of the activities the State will undertake to ensure an adequate supply of qualified special education and related services personnel.

States must install this comprehensive system to develop and maintain a system for determining, on an annual basis, the supply and demand of personnel in special education and related services. Further, this system must address the development, updating, and implementation of a plan or plans which coordinates and facilitates efforts among State and local educational agencies, institutions of higher education, and professional associations to recruit, prepare, and retain qualified personnel.

One of the main objectives of the National Clearinghouse for Professions in Special Education (NCPSE) is to collect information about the recruitment of qualified professionals to work in the public education system. The clearinghouse collects pertinent information from each of the fifty States. One of the collection activities is a review and analysis of the individual State and Strategic Plans. From this collected information, NCPSE develops and disseminates reports

to interested parties (e.g., State Education Agencies, local education agencies, and the general public).

Recruitment and retention of qualified teachers has always been important -- and recruiting and retaining qualified special education teachers is critical. The lack of qualified special education teachers compromises the quality of services that students with disabilities receive. Of primary concern is the number of unqualified teachers hired to fill vacancies (Bodkins, Billingsley, & Cross, 1992; Campbell, Gersten, Kolar, & Jimenez, 1992). Although States currently face problems in securing qualified special education personnel, shortages in future years are expected to reach crisis proportions. During the 1990s, however, teacher recruitment has become a high-priority issue. The lack of qualified personnel seriously hinders the provision of quality services to individuals with disabilities. Recognition of problems in recruitment and retention is the first step in its solution. Many States are actively studying the situation and are developing supplemental initiative plans of their own. Development and organization of recruitment and retention strategies are the keystones to a special education program's success.

Appendix A examines the recruitment and retention initiatives identified in State and Strategic Plans. Many initiatives identified were similar in several States (e.g., 27 States addressed minority recruiting programs, and 23 States addressed collaborative efforts with institutes of higher education).

The recruitment and retention of competent and successful teachers in urban and rural districts is a persistent challenge. The surest and best way to improve the schooling of children and youth is to recruit and retain better teachers for these students. The strategies for doing this are not mysterious. To begin to recruit and retain the large number of qualified special educators needed in urban and rural districts, creative and innovative methods for recruiting and retaining special education personnel members need to be developed and implemented. Appendix B describes State and Strategic Plans that offer many useful initiatives and strategies for working with urban and rural recruitment and retention.

This analysis of the State and Strategic Plans for recruitment and retention is intended to provide information on initiatives from each of the 50 States. This information revealed trends in the recruitment and retention of qualified diverse special education and related services professionals to work in the public schools and associated pediatric (birth-21 years) delivery sites.

The following twelve items were selected to illustrate the comprehensive features of CSPD in Section 1413, Part B of IDEA. Though not all of these features are required for State Plans, this researcher found information as a broader initiative within each State's Department of Education. For States not listing a framework for recruitment and retention planning, it is recommended that there be a contact with the Department of Special Education that serves the

State. Because changes occur rapidly, one might contact the individual State for any recent modification of its recruitment and retention procedures.

Using the State and Strategic Plans as an information resource, the following specific trends were found (refer to Table two):

TREND	# OF STATES ADDRESSING TREND
1. Specific Retention Programs for Special Educators	10 States
2. Inservice Training to Promote Retention	33 States
3. Special Educator Recruiting Programs	2 States
4. Minority Recruiting Programs	27 States
5. Ethnic Specific Recruiting Programs	5 States
6. High School Recruiting Programs	10 States
7. Programs for Forgiving Loans from Institutions of Higher Learning	10 States
8. Utilize Para-Professionals	6 States
9. Mentor Programs	19 States
10. Training for Mentors	7 States
11. IHE Collaboration	23 States
12. Alternative Certification	6 States

Definition of Trends in Recruitment and Retention

1. *Specific Retention Programs for Special Education*: All States are expected to include plans for retention programs that are specifically developed for the retention of teachers who are professionally prepared and certified to meet the specific and specialized educational needs of every child or youth who has been identified as having special educational needs. Ten States identified specific retention programs for special educators. Several States do not separate the retention of special and general educators in their Plans.

2. *Inservice Training to Promote Retention*: A high percentage (66%) of the State Plans indicate that they do have inservice training to promote retention. There was very little documentation to indicate whether any of these programs are specifically directed to promote the retention of special education teachers.

3. *Special Educator Recruiting Programs*: Specific recruiting programs for special educators appeared in only two of the Strategic Plans.

4. *Minority Recruiting Programs*: Section 1413 of IDEA indicates that the State Plans should include the specific programs that they will use for recruiting minority special educators.

Twenty-seven of the State Plans do currently include specific minority recruiting programs.

5. *Ethnic Specific Recruiting Programs*: Five of the State Plans include ethnic specific recruiting programs. States like Hawaii, for example, are attempting to ensure that their dominate culture is adequately represented by the educators and related services personnel. These programs do not specifically target special educators.

6. *High School Recruiting Programs*: Organizations and clubs in high schools, such as the Future Teachers of America, are an important link to encourage high school students to consider education as a profession. This effort is especially important, considering the predicted shortage of qualified general and special educators.

7. *Programs for Forgiving Loans from Institutions of Higher Education (IHEs)*: A State is not required to have in place any specific programs for the forgiveness of student loans as a means of recruiting qualified special educators to their State. In States that have loan-forgiveness programs, however, States pay off a certain percentage of the IHE loan balance for each year that the "new hires" teach in that specific State.

8. *Utilize Paraprofessionals*: The State Plans are required to include the training and utilization of paraprofessionals in special education and related services. Only six State Plans specifically indicated procedures for the use of paraprofessionals.

9. *Mentor Programs*: Mentor programs have demonstrated that they can enhance the retention and performance of employees in many professions. Many schools are using mentors to work with new teachers for their first 3 years and to work with teachers who begin special education careers after leaving general education.

10. *Training for Mentors*: Seven States addressed specific training initiatives for educators working as mentors.

11. *IHE Collaboration*: IDEA includes a requirement for collaboration with the IHE's to ensure that the quantity and quality of special educator preparation will be available to fill teaching positions that are predicted in each State's future. Twenty-three States included specific techniques that addressed collaboration to enable better recruitment and retention for the State.

12. *Alternative Certification*: Six State Plans indicate recognition of alternative certification as a way to fill vacancies for teaching and related services positions. Because several States have many unfilled teaching and related services positions, interested applicants can use alternative certification programs to access the "fast track" to qualify for these positions.

Table 2 compares these initiatives State by State. *Note*: This information was extrapolated from the State and Strategic Plans only. Other initiatives or tendencies may be in progress.

The work required for establishing a special education recruitment and retention program is not extensive. States can use the "road map" that already exists within the State and Strategic Plans. This program can be modified and expanded to meet the needs of anyone implementing them; and a functioning special education recruitment and retention program will produce savings in both time and money. The school district and the local personnel must share the responsibility of moving the active recruitment and retention of future teachers in special education beyond the evaluation of the State and Strategic Plans. They must assist in the implementation of these initiatives, listen to all recommendations, and value the tremendous potential and energy which can be gained with the proper recruitment and retention initiatives. A school district's instructional leaders can make their greatest contribution by establishing a positive and constructive attitude toward the idea of recruitment and retention of qualified special education teachers. An atmosphere that encourages an exchange of ideas, experimentation, and a continuous quest toward a supportive professional environment will bring about better recruitment and longer retention of special educators and related services personnel. This atmosphere can be created with initiatives found in the State and Strategic Plans.

Table 2

Trends in Recruitment and Retention of Special Educators and Related Services Personnel:
Using the State and Strategic Plans (FY 1994-1998) as an Information Resource

	Arizona	Arkansas	California	Colorado	Connecticut	Delaware	Dist. Of Columbia	Florida	Georgia	Hawaii	Idaho	Illinois	Indiana	Iowa	Kansas	Kentucky	Louisiana	Maine	Maryland	Massachusetts	Michigan	Minnesota	Mississippi	Missouri	Montana	Nebraska	New Hampshire	New Jersey	New Mexico	New York	Nevada	North Carolina	North Dakota	Ohio	Oklahoma	Oregon	Pennsylvania	Rhode Island	South Carolina	South Dakota	Tennessee	Texas	Utah	Vermont	Virginia	Washington	West Virginia	Wisconsin	Wyoming
[illegible]		X						X	X						X															X																		
Inservice Training to Promote Retention		X			X	X		X	X	X	X	X	X		X	X	X				X	X	X		X			X	X			X		X	X	X	X	X	X			X			X	X	X	X
[illegible]	X																														X																		
Minority Recruiting Programs	X	X		X				X	X			X	X		X	X	X	X		X	X	X		X				X		X		X	X	X	X	X	X	X			X				X		X	
[illegible]		X																																															
High School Recruiting Programs		X						X							X									X				X		X		X		X						X							X		
[illegible]																																																	
Utilize Para-professionals			X	X	X		X																																							X	X		
[illegible]									X																																								
Training for Mentors									X																			X		X				X		X										X	X		
[illegible]																																																	
Alternative Certification				X		X				X										X		X										X																	

X=Yes

Note: This information was extrapolated from the State Plans. Other initiatives may be in process.

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Appendix A

State Recruitment and Retention Initiatives
Identified In
State Plans and Strategic Plans

ALABAMA

Recruitment ... Through its Comprehensive System of Personnel Development (CSPD), the Alabama State Department of Education's Division of Special Education Services (DSES) works collaborative with other divisions to ensure that a sufficient number of well qualified personnel are available to provide services to children and youth with disabilities. Services include a job bank through the Teacher Placement and Recruitment Section, Alabama Department of Education, a recruitment poster campaign (Fall, 1994) with distribution to local education agencies (LEAs), institutes of higher education (IHEs), and parent advocacy groups, and a recruitment information packet mailout containing information regarding current positions available in special education. Other specific activities include a newsletter on position availability, a State (DSES) published technical assistance paper Occupational Therapy and Physical Therapy in the Educational Setting, job fair participation, a monthly Special Education Program Positions Available in Alabama flyer, an Employment Opportunities in Alabama handbook, and the utilization of SpecialNet and Counterpoint to publicize local school system employment needs nationwide.

Retention ... No formal plan addressing retention was reported. Review of the State Plan revealed that personnel from LEAs and other agencies are introduced to innovative methods and instructional materials at workshops, by offering a system, Practices Supporting Successful Teaching (PSST), and through the leading activities of the Alabama Learning Resources Center (ALRC). Support will also be provided for selected teachers to visit successful sites upon request.

Source: 1. Alabama State Plan for IDEA-B, FY 95-97.
2. Alliance 2000 Project, University of New Mexico, State Map, 1995

ALASKA

Recruitment ... Since 1992 CSPD, under the Department of Education, is responsible for the program Alaska Teacher Placement Center. This program is located on the campus of the University of Alaska at Fairbanks. It is not specifically for special education but offers a venue for job seekers and recruiting institutions. There is a fee for the service. In 1993, a survey was conducted using all Alaskan teachers (N=1500) to learn more about relocation patterns. A future survey of administrators from 55 school districts is being scheduled to determine recruitment problems.

Retention ... No formal plan addressing retention was reported. Review of the State Plan revealed that activities which the State undertakes are awarding mini-grants to districts and

agencies adopting promising practices and awarding stipends to teachers attending training in areas deemed promising by the CSPD Committee. While no overall State strategic plan was indicated, information is contained in resource guide that is disseminated to LEAs.

Source: 1. Alaska State Plan for IDEA-B, FY 94-97.

2. Alliance 2000 Project, University of New Mexico, State Map, 1993

ARIZONA

Recruitment and Retention ... Arizona has developed the Project SELECT (Special Education Learning Experiences for Competency in Teaching) grants which provide training to special education teachers through the use of a cadre of professional peers from the field with special expertise in the identified areas of need; as well as by providing personnel training mini-grants to districts for summer training. The focus for these training sessions is on innovative programs, minority training needs, and rural education issues. Collecting data from the LEAs regarding the number and type of certified and related services personnel can be used to determine personnel preparation/recruitment needs on an ongoing basis. Arizona maintains a personnel clearinghouse list of vacancies reported to the Arizona Department of Education (ADE) and meets with representatives from IHE on a quarterly basis to coordinate programs, address training needs, update standards, and review data requirements. Colleges, universities, and community colleges are being encouraged to pursue personnel preparation grants. LEAs are encouraging their paraprofessional staff (including minorities) to obtain further training. LEAs are also offering professional development programs for their certified and classified personnel on site. A data system on personnel and personnel development, part of the entitlement applications for the LEAs, is being used to assist in determining future recruitment and retention needs. This information is reviewed annually to better identify needs and trends in special education recruitment and retention efforts.

Data regarding projected need in the State for special education teaching professionals can be found on pages 2-4 of the State map. These include demographics of pupils, supply and demand data reported in the State for special education and related services, and DPP projects being done in the State.

Source: 1. Arizona State Plan for IDEA-B, FY 96-98.

2. Alliance 2000 Project, University of New Mexico, State Map, 1993.

ARKANSAS

Recruitment and Retention ... Arkansas has developed the Inservice Training Task Force of SEPDC and has set as its priority the recruitment and retention of teachers. Awareness activities involving high school counselors, student members of the Council for Exceptional Children, college-based chapters, recruitment offices at the college/university level, etc., are being planned to address recruitment. The Task Force is reviewing literature in the area of recruitment and retention prepared by other States and the National Clearinghouse for Professions in Special Education for possible replication and dissemination in Arkansas.

Data regarding projected need in the State for special education teaching professionals can be found in the State map. These include the supply and demand data for 1989-1990 and the DPP project for the 1990-1992 time period.

Source: 1. Arkansas State Plan for Idea-B, FY 93-96.
2. Alliance 2000 Project, University of New Mexico, State Map, 1993.

CALIFORNIA

Recruitment ... Statewide strategies and activities are addressed in the States' strategic plan. These include, but are not limited to, the utilization of State and national experts during conduct forums to provide information about national teacher supply and demand trends, the identification of areas of Statewide teacher shortage and surplus by specific demographics using existing department database information, and the identification of effective strategies for recruitment. The development of a plan and materials for recruitment of special education personnel at the secondary and IHE levels, in the community, and out of State in collaboration with the CSPDAC and the implementation of a recruitment plan in collaboration with the Commission on Teacher Creditialing, local districts, and IHEs are all directives of the SEA. To further the recruitment movement, the need to increase the numbers of trained special education staff through CSPD activities with increasing emphasis on the use of technology in training delivery, the promotion of inservice activities which foster teacher renewal and retention, and conducting Statewide needs assessment through CSPDAC to identify changing teacher and administrator needs for training all add to the list of Statewide strategies and activities being done by the SEA, California. Teacher recruitment programs that work are the continued support of the California State University teacher diversity programs, the provision for financial support for paraprofessional recruitment programs, continued support for alternative programs, and support for the development of Future Educators Clubs. Successful programs provided for students preparing to enter the teacher preparation tracts at IHEs are many. The California State University (CSU)-Bakersfield participates in the "I Teach Program," CSU-Hayward participates in its Urban Teacher Academy, The Carnegie Foundation supports the Pool of Recruitable Teachers Project (PORT), and Sacramento's MATCG (Military Alternative Teacher Certification and Hiring) Program are all examples of such programs.

Retention ... No formal plan addressing retention was reported. In the State Plan, California undertakes the coordination and facilitation efforts among SEA, LEAs, IHEs, and professional associations to retain qualified personnel to ensure an adequate supply of qualified personnel within the special education field. For LEAs, The California New Teacher Project is offered. The program has been in place since 1988 and places LEA administrators as the responsible personnel.

Data regarding the projected need in the State for special education teaching professional can be found in the State map. Such data include supply and demand (1990-1993), the top producers of graduates by race (May, 1994), attrition and retention, and the Division of Personnel Preparation (DPP) projects within the State (1990-1993).

Source: 1. California State Plan for IDEA-B, FY 94-96.
2. Alliance 2000 Project, University of New Mexico, State Map, 1994.

COLORADO

Recruitment and Retention ... No formal plan addressing recruitment and retention was reported. Review of the State Plan revealed that a system was in place to ensure an adequate supply of qualified personnel to carry out the purposes of IDEA includes the component focusing on a long range recruitment-retention plan for addressing critical personnel shortages. A job bank through the University of Colorado, School of Education, provides position availability throughout the State. This can be accessed through SpecialNet.

Data regarding the projected need in the State for special education teaching professionals can be found in the State map. These include the supply and demand data and the DPP projects for the 1990-1992 time period.

Source: 1. Colorado State Plan for IDEA-B, FY 95-97.
2. Alliance 2000 Project, University of New Mexico, State Map, 1992.

CONNECTICUT

Recruitment ... No formal plan addressing recruitment was reported. CSPD responsibilities include targeting preservice training issues through a Supply/Demand Subcommittee established to review the recruiting and training strategies of special education/early intervention instructional and administrative staff. The CSPD notifies the IHEs of the supply/demand needs identified through the annual assessment of personnel needs and they, in turn, offer preservice special education, allied health and early intervention training programs addressing the preservice training priorities established by the CSPD. A job bank is offered through the Teacher Vacancy Office, Connecticut Education Association.

Retention ... Even though a formal plan was not addressed concerning retention, the State Plan offered many programs, practices, and effective support plans for teachers in the field. One such plan is the dissemination of promising practices in special education to special education instructional personnel, support personnel, and administrators. The Special Education Resource Center (SERC) offers a newsletter that includes information on training workshops which offer support for special education personnel. Inservice training sponsored by SERC is offered at no cost to participants and the CTSDE encourages LYSE to grant participants release time.

Data regarding projected need in the State for special education teaching professionals can be found in the State map. These include the supply and demand data (page 7, 1991-1992) and the DPP projects for 1990-1992.

Source: 1. Connecticut State Plan for Idea-B, FY 96-98.
2. Alliance 2000 Project, University of New Mexico, State Map, 1993.

DELAWARE

Recruitment ... No formal plan addressing recruitment was reported. Established in the State Plan, the responsibilities of SEAs, LEAs, and IHEs toward this area are many. The SEA is responsible for the maintenance of a supply and demand database and the recruitment of leadership and other personnel. Specific methods were not given. The LEA is responsible for providing data on new personnel needs, data on training needs, and incentives for participation in Inservice training. The IHE is responsible for providing programs in special areas of personnel needs. The SEA, LEA, IHE, and professional associations coordinate and facilitate efforts to recruit, prepare, and retain qualified personnel. Presently, Delaware has set in action a Statewide task force on recruitment and retention of personnel that provides for financial incentives and alternative routes to certification for individuals teaching in identified areas. A pool of funds to assist with college expenses has been set aside for individuals interested in teacher education programs and the Delaware Division of Personnel Initiatives (DDPI) has actively encouraged the establishment of Future Teachers of America clubs at the high schools. DDPI will continue to encourage all districts to participate in local career days at Delaware State College and the University of Delaware. A job bank through the University of Delaware/career services and advertising mechanisms such as a job fair allow for recruitment to reach all who want it.

Retention ... No formal plan addressing retention was reported. Again, using the State Plan, because of the development of the task force, the State Board of Education approved in July, 1991, the provision for financial incentives and alternative routes to certification for individuals teaching in the States critical curricular areas. The Department of Public Instruction is an active participant of The Delaware First ... Again Career System. This system has goals which will create a "career ladder" which matches levels of training and experience with levels of recognition and reward and develop an information system which will use training resources effectively. To better inform Statewide educational personnel, the Division of Personnel Initiatives/Department of Education for Connecticut (DPI/DEC) informs through the distribution of the Delaware Learning Resource System (DLRS) newsletter, Spotlight on Education, presentations at workshops and conferences, and the distribution of informational brochures, videotapes, and slide shows. The use of such resources as SpecialNet and the State Education Directors' request place successful strategies at the fingertips of the educational personnel.

Data regarding projected need in the State for special education teaching professionals can be found in the State map. These include the supply and demand data, 1989-1990, p. 6, DPP projects, 1990-1991, and a profile of special education personnel is provided. Demographics, such as age and experience, are included. There is no mention of race/ethnicity.

Source: 1. Delaware State Plan for IDEA-B, FY 94-96.

2. Alliance 2000 Project, University of New Mexico, State Map, 1993.

DISTRICT OF COLUMBIA

Recruitment and Retention ... No formal plan addressing recruitment and retention was reported. Review of the State Plan revealed the requirement that ensures the coordination of activities to recruit, prepare and retain qualified personnel including personnel from minority backgrounds, as well as personnel with disabilities. The Division of Personnel offers recruitment services through a job bank.

Data addressing the supply and demand for 1990-1991 regarding projected need in the district for special education teaching professionals can be found on page 3 of the State Plan. A second source is the DPP projects, 1990-1992.

Source: 1. District of Columbia Plan for IDEA-B, June, 1991.

2. Alliance 2000 Project, University of New Mexico, State Map, 1993.

FLORIDA

Recruitment and Retention ... No formal plan addressing recruitment and retention was reported. The State of Florida's commitment to a comprehensive system of personnel development is evidenced by many programs and procedures. Teacher Recruitment and Retention, which has as its primary goal attracting high quality teachers to Florida and to produce career guidance materials designed to encourage young people to consider teaching as a career. A Critical Teacher Shortage financial assistance program is established for the purpose of improving the skills and knowledge of current teachers or persons preparing to teach in critical teacher shortage areas. The Florida Department of Education (FDE) developed a plan that describes the system that coordinates and facilitates efforts among those institutions, associations, and agencies whose goal is the preparation, recruitment, and retention of qualified personnel. IDEA, SEA, Part D Grant involves: 1. the coordination with Florida Federation CEC to develop a Speakers' Bureau that will include training of professionals to promote careers in exceptional education with emphasis on recruiting potential teachers, 2. participation on the Recruitment and Retention Subcommittee of the Council for Exceptional Children (CEC), and 3. Collaboration with the IDEA, Part D, Special Project (University of Florida), "Framework for Understanding Teacher Attrition/Retention in Special Education." Maintenance of SpecialNet as a Statewide electronic communication system offers improved cooperative efforts for the preparation of appropriately qualified exceptional student education personnel. Efforts to impact critical teacher shortages include direct training in recruitment, best practices, research studies on retention, direct recruitment activities, use of new certification requirements for program improvement, regional planning forums, and direct training; and development of alternative training initiatives in specific critical shortages. The Florida Education Centers through the Office of Teacher Recruitment/Retention offer a job bank. Many brochures and a job fair develop opportunities for recruitment/retention support.

The State map offers a Personnel Data Planning Book, 1993-1994. (Demographics

included by race).

Source: 1. Florida State Plan for IDEA-B, FY 95-97.

2. Alliance 2000 Project, University of New Mexico, State Map, 1995.

GEORGIA

Recruitment ... Activities for this State include: 1. An annual Special Education Job Fair cooperatively sponsored by the Division for Exceptional Students, the State Education Recruitment Services, the Georgia Learning Resources System, and the South Atlantic Regional Resource Center. 2. The use of SpecialNet to advertise special education and related services vacancies. 3. The State Education Recruitment Services office maintains a Job data bank which permits access to up-to-date recruitment needs and candidate information on individuals seeking employment. To enhance State efforts, SARRC assists the State with recruitment activities via technical assistance reports, job fair sponsorship and contracted services. 4. Alternative Certification was developed by the Professional Standards Commission to address specific special education areas of need. 5. Tuition Reimbursement is being offered for candidates who are currently teaching in a local Georgia school system and take coursework leading to certification in critical special education fields.

Retention ... To address the need to retain qualified personnel, various incentives and support systems for special education teachers have been developed. Promising Practices sites are selected annually through an internal selection process by DES staff. The Special Education Exchange Program (SEEP) identifies exemplary programs and provides continuing education opportunities to assist in retention of qualified special education personnel. The Program Area Consortia provides direct service personnel, the opportunity to network, to participate in staff development activities and to share ideas and strategies. A Statewide program, Georgia Learning Resources System (GLRS) provides various forms of support and plays a major role in planning and implementing the Georgia CSPD and in promoting special education recruitment and retention efforts. Special orientation sessions and on-going support services are provided to assist beginning teachers. This effort targets professionals who are entering special education classrooms by providing "survival" strategy kits for getting the job done and for those who are completing first year certification and evaluation requirements. Collaboration regarding courses and staff development opportunities for LSS/DOE/DHR personnel is continuing.

Data regarding projected need in the State for special education teaching professionals can be found in the State map. These include supply and demand data, 1990-1991, page 3 and State DPPs, 1990-1992.

Source: 1. Georgia State Plan for IDEA-B, FY 94-96.

2. Alliance 2000 Project, University of New Mexico, State Map, 1993.

HAWAII

Recruitment and Retention ... No formal plan addressing retention was reported. Review

of the State Plan revealed Project Ho'okoho. This project is the Hawaii Department of Education's (HDOE) Inservice training mechanism to address the needs and the priorities identified by the State of Hawaii's CSPD. The major purpose of the project is to assist in the establishment and maintenance of a Statewide, systematic Inservice training program for personnel working with children and youth with disabilities. The project is comprised of three major activities: (1) the delivery of Inservice training models; (2) ongoing coordination of workshops, conferences, and other training activities related to disabilities; and (3) support of a special project focusing on regular and special education partnerships. The Inservice modular training component is the major vehicle through which school personnel are able to receive training and Inservice credit on topics and needs identified at the school-level. The project also serves as the liaison and coordination point for the many topical conferences on disabilities sponsored by individual school districts, State agencies, and projects. The Department of Education/recruitment maintains a job bank to assist in the distribution of current positions available in special education. Other specific activities include job fair participation and the utilization of Internet to publicize local school system employment needs nationwide.

Data regarding projected need in the State for special education teaching professions can be found in the State map. These include supply and demand data, 1989-1990, page 3, and State DPPs, 1990-1992.

Source: 1. Hawaii's Program Standards for Special Education and Special Services, 1993.
2. Alliance 2000 Project, University of New Mexico, State Map, 1993.

IDAHO

Recruitment and Retention ... No formal plan addressing recruitment and retention was reported. Review of the State Plan revealed that the CSPD operates to recruit, prepare, and retain qualified personnel. The SDE ensures that all personnel are appropriately and adequately prepared through such activities as the sponsorship of the "Idaho Spudnet" bulletin board through GTE Educational Services, SpecialNet, informs all subscribers of pertinent research findings, promising practices, materials, and technology. The SEA will encourage LEA's to adopt, if appropriate, those promising practices, materials, and technology proven most effective through research and demonstration. The completion of a "CSPDl Narrative" outlining professional growth activities and evaluating efforts of the previous year, as part of the LEA application benefits retention. The SDE conducts an annual "Supply and Demand" study that projects the number of personnel that shall be needed in five years. An annual survey of all students enrolled in programs of preparation for providing special education and related services is conducted. The survey will identify the students' specific areas(s) for anticipated certification or licensure and those students who graduated during the past year with certification or licensure, or with credentials to qualify for certification or licensure.

Source: Idaho State Plan for IDEA-B, FY 96-98.

ILLINOIS

Recruitment and Retention ... No formal plan addressing recruitment and retention was reported. Review of the State Plan revealed that the Department of Special Education has established a Ad Hoc Committee to gather information related to current personnel needs and training capabilities in Illinois and to develop recommendations that would define staffing patterns and personnel qualifications for early intervention services. A Personnel Standards and Practices Task Force provides for recruitment of new personnel into early intervention services and the linkages with and coordination of the CSPDC, Higher Education Advisory Council (HEAC), the State Advisory Council on the Education of Handicapped Children (SAC), and LEA. Cooperative planning with these groups helps to insure the development and implementation of a comprehensive system of personnel development for all personnel dealing with children and youth with disabilities. A Strategic Plan designed to recruit, prepare, and retain qualified personnel works with input of a work group of the CSPDC each year analyzes data including the annual report Illinois Teacher Supply and Demand and determines the amount and type of special education staff needed. Specific activities are then developed by that work group combined with a work group from HEAC and other interested individuals to meet those identified needs. SEA staff, as well as staff from universities, school districts, and other organizations, businesses, and agencies, are utilized to implement marketing and recruitment activities. The Illinois State Board of Education has been promoting the Regular Education Initiative (REI) to develop and enhance the coordination, collaboration and skill building of special and regular education teachers and administrators. Activities have included holding annual initiative conferences, identifying innovative programs where teachers are collaborating and improve educational services to meet the needs of all learners in the classroom, and establishing an organized, structured system of personnel development. Dissemination of information is done through SpecialNet, SpecialLaw, Counterpoint, Forum (quarterly newsletter), and The Initiator (widely disseminated newsletter updating all educators on REI activities). Each local education agency is required to set aside 5% of its IDEA Part B funds to implement CSPD activities. A job bank regarding current positions available in special education is provided through the Professional Preparation Division of the State Board of Education.

Source: Illinois State Plan for IDEA-B, FY 96-98.

INDIANA

Recruitment and Retention ... No formal plan addressing recruitment and retention was reported. Review of the State Plan revealed that the Indiana Department of Education supports and participates in different initiatives and activities that address the need for an adequate supply of qualified staff. These initiatives and activities vary. The University Forum is composed of the chairpersons of special education departments at the universities and colleges in Indiana that are preparing special education and related services personnel including leadership personnel. The Forum meets at least five (5) times a year to discuss issues related to preservice education and what the IHEs can do to assist the local schools in providing more and higher quality programs

for disabled students. A subcommittee of the University Forum, the Task Force on Distance Education is developing the framework and instructional units to facilitate individuals in updating and acquiring skills and licensure in a more convenient and cost effective manner. This Task Force is endeavoring to address lifestyle issues as well as providing an adequate supply of qualified personnel. The Peer Tutoring program is designed to encourage students to become interested in the education profession. The IDE, Division of Educational Equity has in place a program to encourage the recruitment of qualified personnel. Secondary school students are given credit toward graduation and the opportunity to experience education as a profession. The Steering Committee of the Indiana Special Education Administrator's Service (ISEAS) project is composed of local special education administrators from seven geographic areas of the State. This committee provides information on programming issues and needs which translate to preservice and Inservice needs.

Data regarding projected need in the State for special education teaching professionals can be found in the State map. These include supply and demand data, 1989-1990, page 6, and "Who will Teach Indiana's Children with disabilities?" an exploratory paper on meeting the challenge of special education personnel preparation.

Source: 1. Indiana State Plan for IDEA-B, FY 94-96.
2. Alliance 2000 Project, University of New Mexico, State Map, 1993.

IOWA

Recruitment ... Recruitment is addressed specifically in the Iowa State Plan and activities underway are numerous. Iowa's Bureau of Special Education (BSE) serves as a personnel clearinghouse to LEAs and Area Education Agencies (AEA). Each discipline consultant routinely conducts meetings with AEA supervisory personnel to discuss personnel needs and plan recruiting activities to attract applicants to Iowa programs. A publication entitled Best Practices in the Supervision of School Social Work Programs has been developed and disseminated. The Bureau of Practitioner Preparation and Licensure has implemented a national exchange license which will result in the issuance of a two-year exchange license. This agreement went into effect July 1, 1994 and allows more practitioners to obtain teaching positions in Iowa. Phase I of the Educational Excellence Program (appropriated by the Iowa General Assembly) is designed to recruit quality teachers by raising the starting salary for full-time teachers. The Iowa Department of Education is pursuing funding alternatives to develop model recruitment and selection strategies to increase the number of women and minorities in education leadership positions.

Retention ... Retention is addressed specifically in the Iowa State Plan. Activities currently underway to retain existing instructional, support and administrative personnel include Phase II of the Educational Excellence Program. This phase was established to retain quality teachers by increasing the salaries of experienced teachers. Phase III has been used to provide supplemental pay, performance-based pay and comprehensive school transformation pay to teachers engaged in school transformation efforts. New roles include mentoring new teachers,

coaching peers, training colleagues and collaborating with other teachers and administrators.
Source: Iowa State Plan for Idea-B, FY 96-98.

KANSAS

Recruitment and Retention ... No formal plan addressing recruitment and retention was reported. Review of the State Plan revealed an annual personnel needs assessment conducted by the KSBE to determine the number of budgeted personnel vacancies. The Kansas State Board of Education (KSBE) will coordinate and facilitate efforts among the SEA, LEAs, IHEs and professional associations to recruit, prepare, and retain qualified personnel. The KSBE will establish a resource bank of existing personnel development training programs and materials within the State for purposes of dissemination and provide, through SpecialNet and other means, a State staff development calendar related to special education. It will also determine the priority topics to be addressed through continuing education. Each LEA will report to the KSBE topics that address current and emerging needs for professional development. Each LEA annually evaluates its personnel development program and, if necessary, updates it. The KSBE Professional Development Council will be responsible for the planning and implementation of a cross-division/team program of staff development activities for staff within the KSBE. Through the University of Kansas/university placement center a job bank was created. The KSBE encourages involvement with career fairs. Kansas has given dollars for Project Partnership, a collaborative teaching activity.

Data regarding projected need in the State for special education teaching professionals can be found in the State map. These include supply and demand data, 1989-1991, page 11, State DPPs, 1990-1992, and standards for licensure in the areas of deaf, visual, etc.
Source: 1. Kansas State Plan for IDEA-B, FY 94-96.
2. Alliance 2000 Project, University of New Mexico, State Map, 1993.

KENTUCKY

Recruitment and Retention ... No formal plan addressing recruitment and retention was reported. Review of the State Plan revealed current and projected Statewide special education needs. During the 1994 legislative session, the Kentucky State Senate passed SB 131 which amends KRS 160.380 (2) (d) which requires school district superintendents to annually report minority teacher recruitment efforts to the Department of Education. The Traineeship Program uses IDEA, part B State Share - Restricted (1411) funds to pay tuition as an incentive for individuals to obtain certification in an area of special education. The Kentucky Department of Education (KDE) coordinates and facilitates efforts among the KDE, LEAs, IHEs, and professional associations to recruit, prepare, and retain qualified personnel. The State Advisory Panel for Exceptional Children coordinates and facilitates efforts among the SEA, the LEAs, and the IHEs. The primary responsibilities are to review current programs and practices and identify problem areas and successful practices and procedures. LEAs must provide for a minimum of

four (4) Inservice days in their school calendar each year to be used as required by their professional development plan. Incentives are used to encourage participation in continuing education activities. Incentives may include certificates of recognition, course credit through tuition assistance (e.g., traineeships), and updating of professional skills. Successful programs, practices and materials are utilized for planning and delivery. The multiplier-effect model allows for effective training by a limited number of KDE staff used to train individuals who subsequently train other local personnel. An annual needs assessments are provided to IHEs for recruitment and planning purposes. Since 1992, the Minority educator recruitment and retention program has been in place. The responsible party for this program is the Education Professional Standards Board. "Preparing Minority Youth for Educational Service in the 21st Century: A Look at Successful Programs and Strategies," a conference at Western Kentucky University, Spring, 1995, addressed recruitment activities for school districts and colleges of education. Dissemination of materials used by the Kentucky special education personnel is done through the Kentucky Teacher newsletter.

Source: Kentucky State Plan for IDEA-B, FY 94-96.

LOUISIANA

Recruitment and Retention ... No formal plan addressing retention was reported. Review of the State Plan revealed collaborative activities among the SDE, DEAs, and IHEs. These activities include recruiting of new personnel, leadership training, and continuing education (Inservice training) for improved service delivery. By 1996, Louisiana will have established an ongoing, comprehensive needs assessment process which provides effective collection, analysis, and interpretation of personnel supply/demand and trend data for achieving a more inclusive service delivery system under IDEA. The T-CERT Tracking Program for the Louisiana Training and Recruiting Project tracks temporarily certified teachers and their coursework needs. The STIPEND tracks data to identify practices/trends in effective recruiting, reasons why teachers leave education or special education, etc. The improvement of skills for specific service delivery needs, retention of well trained personnel, and retraining of personnel for new roles and areas of service are critical elements of the CSPD plan. Preservice training assists IHEs, LEAs, other service providers, and professional organizations in collaboration and coordination of efforts to recruit new personnel and retrain existing practitioners to meet targeted needs, and in retaining personnel who are in the training process. The Bureau of Continuing Education offers opportunities for financial support for recruiting personnel for (special) education. The federally funded personnel preparation grant "The Louisiana Training and Recruiting Project" funds stipends and some support services to special education teacher training programs in return for a promise by the receiving student for special education services in local school systems in Louisiana once their program has been completed. Fourteen of the universities offering training in special education have elected to participate in the Louisiana Training and Recruiting Project. Other activities include mailings, newsletters, bulletins, and other publications such as the Superintendent's "What Works!" newsletter, CEC's Counterpoint, the NASDSE Liaison Bulletin, Bureau and Special project publications, and special interest publications of professional organizations. Information and referral services such as DIAL offer a disabilities information

access line and using E-Mail's Bulletin and SpecialNet offer an information base for vacancies within the State.

Source: Louisiana State Plan for IDEA-B, FY 94-96.

MAINE

Recruitment ... The Placement Office in the Department of Education in collaboration with the CSPD Advisory Council has developed a recruitment plan targeting participants at in-State and out-of-State conferences, college students and high school students. Efforts are made to recruit minorities and those with disabilities. These activities will be evaluated and the plan refined annually. In addition, for the past three years, the Maine Department of Education has worked with the Network of the Regional Laboratory in Andover, Massachusetts, the other five New England States, and the State of New York, in the establishment of a regional credential for special education personnel to address the shortages. This type of regional certification, when fully implemented within the next 2-3 years, will permit flexibility and movement of personnel within the New England and State of New York region. Through the Department of Education, a job bank has been developed through the Teacher Placement Office to inform regarding current positions available in special education. The SEA also encourages districts to be involved with Job Fairs.

Retention ... The Maine Department of Education supports regional activities to promote retention of special education personnel. Currently, there are two regional networks for special education classroom personnel and plans for a third. There is one State network for special education administrators. These networks receive discretionary grant monies. In addition, the EF-M-15, staff information form, isolates nine variables on why people are leaving the field. This information will be reviewed by the CSPD Advisory Council and will impact the training priorities.

Source: Maine State Plan for IDEA-B, Volume II, Five to Twenty, FY 95-97.

MARYLAND

Recruitment and Retention ... By law, Maryland State Board of Education (MSDE) is required to declare areas of critical teacher shortage annually. For this, a staff specialist in teacher recruitment has been appointed to assist in the development of new programs to meet the critical needs. The General Assembly has enacted a scholarship bill to attract Occupational Therapists (OTs) and Physical Therapists (PTs) to work in school settings. Major efforts are underway in teacher retraining by MSDE in collaboration with the University of Maryland, Washington College, Morgan State University, and associated school systems along with continuing efforts to strengthen teacher training programs. The MSDE recognizes the importance of addressing the increasing need to attract and retain qualified personnel across all categories of education, including special education. Accordingly, the formation of the Recruitment Consortium took

place. This endeavor, under the aegis of the University of Maryland System and MSDE, will engage in comprehensive recruitment by referring and assessing potential teacher education candidates, targeting candidates for special education as well as recruit persons from minority populations and those with disabilities, identify leadership personnel, and conduct an outreach program dedicated to nontraditional populations, such as those returning from the military, changing careers, and entering college programs.
Source: Maryland State Plan for IDEA-B, FY 94-96.

MASSACHUSETTS

Recruitment and Retention ...

Massachusetts State Plan expired June 30, 1996 and is presently awaiting reauthorization decisions.

MICHIGAN

Recruitment ... Outreach Alliance 2000 Project, August, 1993, reports that the Office of Special Education of the Michigan Department of Education has initiated a recruitment campaign whose goals are: to increase awareness of high school and first-year college students of career opportunities within the special education field; to reduce misconceptions about the field of special education and the various populations served by this field; and to enhance the ability of teachers, counselors, and opinion leaders in Michigan to inform and motivate students to explore career options in special education. The objectives of the recruitment initiative include the following: Dissemination of a brochure and video called "An Exceptional Opportunity: Consider a Career in Special Education" to public and private high schools Statewide, to career planning programs and career counselors, to college teacher education programs, to selected fraternities, sororities, churches, and others; encourage and assist in the implementation of Career Day events, including recruitment for careers in special education; and provide media outlets and/or school systems with radio (and possibly video) public service announcements designed to encourage young people to consider career option in special education.

Retention ... No formal plan addressing retention was reported. Review of the State Plan revealed the following. The requirement of providing a Free, Appropriate, Public Education (FAPE) necessitates the need to constantly update professional skills for those personnel already in the service and new personnel as they become teachers. Each education agency provides incentives necessary for the implementation of training activities. Training incentives may include, but may not be limited to released time, stipends for participation, and options for academic credit. Training activities are collaboratively developed and implemented at the local, regional, and State levels. Each ISD designates a person to coordinate training activities, Coordinators of Training (COT). The COT is responsible for identifying training needs, coordinating training activities at the LEA/ISD level, and acting as a liaison between OSEs

Training, Curriculum, and Approvals (TCA) Program.
Source: 1. Michigan State Plan for IDEA-B, FY 95-97.
2. Alliance 2000 Project, University of New Mexico, State Map, 1993.

MINNESOTA

Recruitment ... The Minnesota Special Education Advisory Council (SEAC) strategic planning that impact recruitment and preparation of personnel include: 1. Minnesota Quick-link (special/net) bulletin boards for supply and demand of special education personnel: MN.CAREER (a bulletin board to post your resume if you are looking for employment) and MN.EMPLOYMENT (a bulletin board for schools to post position openings. 2. For areas that have ongoing supply and demand shortages (i.e., HI, VI, OHI, E/BD) specific task forces of IHE, Regional Low Incidence staff and SEA have been funded out of the CSPD Federal grant to address and provide strategic planning for the recruitment, retention and preparation in these areas. 3. Annually Minnesota collects end of the year reports from all schools. Included in the reports are projected staff needs. That information is shared with all colleges and universities that prepare and train special education personnel. 4. Minnesota is fortunate to have within it's border licensure programs in all areas of special education except Orientation and Mobility. The Low Incidence Task force is addressing this issue and is working with out State Licensure programs to develop a opportunity for licensure in Minnesota. Teacher shortages are only evident in the areas of HI, VI, OHI, and E/BD. The Low Incidence task force, as stated previously is addressing these issues and developing a plan of action.

Retention ... The State of Minnesota sees it mandatory that continuing education licensure credits for all licensed special education personnel focus on retention and retraining of current personnel. Ongoing staff development has the provision of teacher incentives. They include conference registration fees, release time, line changes with continuing education licensure credits, stipends, etc. The menu and schedule for these options are teacher contract driven and up to local control. Minnesota has two Minority Fellowship Grants and Minority Teacher Incentives. The 1993 legislature (MS.1993, article 8, section 9) developed grants for professional development programs to recruit and educate people of color in the field of education including early childhood and parent education. All Colleges and Universities that prepare and train special education staff provide placement services that are used by school districts.
Source: Minnesota State Plan for IDEA-B, FY 94-96

MISSOURI

Recruitment and Retention ... No formal plan addressing recruitment and retention was reported. Review of the State Plan revealed ensurances for the implementing of innovative strategies and activities for the recruitment and retention. The Department of Elementary and Secondary Education collects information from each school district which provides comprehensive data detailing each district's education programs. This is the Missouri Core Data System. An annual survey is sent to all school districts regarding teacher supply and demand.

The Department will initiate activities to plan a series of strategies designed to enhance the image of special education professions and to strengthen professional recruitment capabilities of local school districts. Also, the Department will initiate activities with colleges and universities to encourage appropriate staffing levels at IHEs necessary to support the training of adequate numbers of special education professionals and will continue its review and approval process of institutions of higher education to ensure each institutions's compliance with certification standards adopted by the State Board of Education. The Department has developed and maintains a data system for determining, on an annual basis, data on qualified personnel. Review of the State map showed that a job bank exists through Southwest State University. A newsletter, The Innovations, is disseminated to every special educator and director four times per year. This newsletter is used to provide regular updates regarding the activities from State projects, Outreach services, and the Department. There is also involvement in local and State job fairs.

Source: 1. Missouri State Plan for IDEA-B, FY 95-97.
2. Alliance 2000 Project, University of New Mexico, State Map, 1993.

MONTANA

Recruitment and Retention ... No formal plan addressing retention was reported. Review of the State Plan revealed an annual Statewide needs assessment to determine the status of personnel supply/demand for education of students with disabilities. Also, an annual program plan procedure provides a detailed structure for personnel planning and focuses on preservice and Inservice education needs. The plan coordinates and facilitates efforts among Office of Public Instruction (OPI), LEAs, IHEs, and professional associations to recruit, prepare, and retain qualified personnel, including personnel from minority backgrounds and personnel with disabilities. Further, it coordinates recruitment activities among OPI, IHEs, LEAs and professional organizations. The CSPD will identify State, local and regional resources which will assist in meeting the State's personnel preparation needs and establish procedures to ensure collaboration and coordination of OPI and LEAs efforts in the utilization of current technology and training techniques in meeting the personnel development needs and use of appropriate networks (METNET), linkages, searchable databases and State and local job fairs. A job bank through the Teacher Placement alerts of Statewide vacancies.

Source: 1. Montana State Plan for IDEA-B, FY 96-98.
2. Alliance 2000 Project, University of New Mexico, State Map, 1993.
3. Montana Special Education Reference Manual, 1994.

NEBRASKA

Recruitment and Retention ... No formal plan addressing recruitment and retention was reported. Review of the State Plan revealed that the Nebraska data collection system gathers information from a variety of sources in order to insure an adequate supply of personnel, Nebraska Department of Education (NDE) shares the data collected with IHEs throughout the State and holds informal meetings with LEAs and IHEs to strategize methods for increasing the

number of personnel available in areas in which needs are identified. This data collection is done annually on the "Additional Personnel Needed: Unfilled Positions" reporting form. Other services include a job bank through the Department of Career Services housed at the University of Nebraska, Lincoln, job fair participation, and the utilization of Netscape, HuskerNet, and the World Wide Web to publicize local school system employment needs nationwide.
Source: Nebraska State Plan for IDEA-B, FY 95-97.

NEVADA

Recruitment and Retainment ... Recruitment activities that have been supported by the Special Education Branch include the development of an annual vacancy announcement publication that provides the number and type of available positions in each of the school districts in the State. The Special Education Branch has supported recruitment efforts at the International Council for Exceptional Children Annual Conference. Recruiters are sent from several local school districts to interview potential candidates for positions in Nevada schools. A direct mail advertisement is provided of available positions to potential candidates throughout the country. The Branch maintains a file of candidates' resumes that are available to local school districts upon request. As a part of recruitment efforts, the Department conducts an annual spring survey of personnel needed in each of the local school districts. Other activities include job fair participation and the development of a job bank through the Nevada Department of Education/Special Education Branch. With the use of a projection model based on a presentation made by James Wilson at the Western Regional Resource Center data forum held in May, 1991, the Local Plan Personnel Data report will be used to calculate retention rates for each category of personnel reported. This formula, (H = (E/S) - R), where H = number of individuals needed to be hired, E = enrollment of students, S = student to educator ratio, and R = number of educators retained from previous year, will estimate the number of personnel which will need to be hired.
Source: 1. Nevada State Plan for IDEA-B, FY 94-96.
2. Alliance 2000 Project, University of New Mexico, State Map, 1995.

NEW HAMPSHIRE

Recruitment and Retention ... No formal plan addressing retention was reported. Review of the State Plan revealed general Statements on how the State of New Hampshire has established procedures and conducts activities for the development, updating, and implementation of a CSPD plan that coordinates and facilitates efforts among SEA, LEAs, IHEs, and professional associations to recruit, prepare, and retrain qualified personnel, including personnel from minority backgrounds and personnel with disabilities. To accomplish these objectives three organized advisory committees have been established: 1. the Personnel Planning Committee (PPC) which has an interest in professional development issues related to CSPD target audiences, 2. the Consortium of Post Secondary Special Educators (COPSSE) which provides pre-service training for special educators and related service personnel, and 3. the New Hampshire CSPD Interagency Steering Committee which works with policy and strategic planning. These groups also serve as a mechanism for ongoing identification of issues, problems and needs and

implementation and evaluation of CSPD activities.
Source: New Hampshire Plan for IDEA-B, FY 96-98.

NEW JERSEY

Recruitment and Retention ... No formal plan addressing retention was reported. Review of the State Plan revealed that New Jersey, has established that each LEA is responsible for the development and implementation of CSPD. Needs assessments performed determine whether a sufficient number of qualified personnel are available in the State, whether the training needs of personnel engaged in the education of children with disabilities are being met, the areas in which training is needed and the groups requiring training. These assessments yield information regarding the number of qualified personnel available and the number of new personnel needed in the State. The SEA develops a plan of operation for the delivery of Inservice training or personnel development activities based on the needs assessments. LEAs are encouraged by the SEA to use a variety of incentives to insure participation by local district personnel in Inservice training. Representatives of IHEs contribute significantly to the CSPD Advisory Council, State Special Education Advisory Council (SSEAC). This council functions as an advisory to the commissioner of unmet needs for special education and related services. Learning Resource Centers (LRC) are SEA projects funded to perform Inservice training.
Source: New Jersey State Plan for IDEA-B, FY 95-97.

NEW MEXICO

Recruitment ... Annually public education agencies and regional center cooperatives are required to list the number and type of all special education personnel including leadership personnel hired during the year and anticipated vacancies for the subsequent school year. These are announced through the document "A Guide for Personnel in Special Education, Indian Education, Bilingual and Multicultural Education." The New Mexico State Department of Education (NMSDE) conducts an annual needs assessment to determine if a sufficient number of qualified personnel are available in the State. SEA assists Public Education Agencies (PEA) and Regional Center Cooperatives (RCC) in recruitment of appropriately licensed personnel. PEAs provide incentives to attract appropriately certified special education and ancillary personnel and encourage local staff to become certified in special education areas. IHEs provide a system for recruiting personnel from PEAs and RCCs into special education training programs. NMSDE utilizes resources from projects of national significance: SpecialNet, Counterpoint, and Cooperative Manpower Study (University of Missouri). A job bank has been established through the NM Education Placement Service.

Retention ... SEA assures that the local agencies develop incentives to encourage participation in Inservice training. Best Practices/Technical Assistance Documents provide products, materials, and procedures that are developed for implementation and Inservice training. A collaborative distance education project involving the NMSDE, the University of New Mexico

and the ten State RCCs provides graduate coursework through distance education technology to rural teachers to promote the retention of those teachers.

Source: 1. New Mexico State Plan for IDEA-B, FY 95-97.
2. Alliance 2000 Project, University of New Mexico, State Map, 1993.

NEW YORK

Recruitment and Retention ... No formal plan addressing retention was reported. Review of the State Plan revealed that NY State is experiencing shortages of qualified special education personnel. The shortages are most severe in the New York City metropolitan area and other major urban centers. Major activities to address these shortages are described as: 1. University Leadership Institutes - The SED conducts annual University Leadership Institutes around topics of timely concern. Leadership personnel from IHEs involved with special and regular education are invited to share ideas and develop recommendations for the resolution of issues associated with the topic area discussed. 2. CSPD Advisory Council - developed to provide recommendations on all areas associated with supply and demand, recruitment, and strategies to target programs for appropriate constituencies including minorities, persons with disabilities and leadership personnel. Two major systems being used to provide recruitment information are: 1. Basic Educational Data System (BEDS) which provides personnel and program information for all LEAs in the State. 2. Higher Education Data System (HEDS) which provides detailed information on preservice programs, number of students registered and graduates. In addition, the Personnel Development Data Form will include descriptions of certification areas and job titles, number of FTEs per title, vacancies, and identification of areas where there are chronic, long-term shortages of qualified personnel. A job bank has been developed through the NY State Teacher Center Recruitment Clearinghouse.

Source: 1. New York State Plan for IDEA-B, FY 96-98.
2. Alliance 2000 Project, University of New Mexico, State Map, 1995.

NORTH CAROLINA

Recruitment ... No formal plan addressing recruitment was reported. Review of the State Plan revealed that the North Carolina CSPD has established cooperative support of the IHEs and SEA for purposes of personnel development. The colleges and universities meet cooperatively and share planning responsibilities through the CSPD and the Cooperative Planning Consortium (CPC). Responsibilities involve preparing reports on the projected number of personnel needed showing special education certification and level of attainment, matching supply-demand based on geographical distribution of need for trained personnel, and reporting precise personnel needs built on State full service model. Since September, 1993, North Carolina has implemented a special CSPD project, the North Carolina Partnership Project involving business, university programs, school systems and the State in developing pre- and in-service training to meet the needs of general, special and administrative personnel serving exceptional children. The State is developing and providing new educational services, continuing to seek qualified teachers for existing positions, and providing training for teachers who have experienced a change in their

teaching role, as well as a general need to upgrade their skills. Another source of data is the State's Management Information System which
reports the existing number of positions, number filled with and without appropriate certification and feedback forms on future training needs.

Retention ... No formal plan addressing retention was reported. Review of the State Plan revealed that the North Carolina CSPD has developed a network of six technical assistance center services. This network acquires and disseminates information on educational research and demonstration projects to teachers and administrators and provides assistance for adapting educational practices and materials for North Carolina schools. The SEA uses a computerized program to monitor all personnel in a specific profession or discipline and assure that they comply with the highest State standards. Incentives are used for Inservice participation. These vary but usually include a combination of the following: release time, payment for travel and per diem or a stipend, substitute teacher pay, certification credit, renewal credit, academic credit and recognition for skill improvement. North Carolina also uses several other methods like the N.C. CEC Newsletter, COUNTER POINT, and SpecialNet which keep school systems and other agencies informed of Statewide related news, training opportunities, vacant positions and special projects related to special education.
Source: North Carolina State Plan for IDEA-B, FY 92-95.

NORTH DAKOTA

Recruitment ... The North Dakota Department of Public Instruction (NDDPI) will coordinate with IHEs to recruit. Efforts will include: 1. working with community colleges, including tribal colleges, to provide information to faculties and students on opportunities and needs in special education, 2. disseminating information on needs and opportunities in special education, 3. working with directors of special education throughout the State to encourage them to identify regular education teachers who have interest and potential to fulfil special education training, and to support those teachers during that training, 4. working with sponsors of job fairs and career days to ensure that notices are placed with media, 5. disseminating information through university representatives regarding current needs and opportunities, and 6. developing and disseminating brochures concerning special education opportunities to university student organizations. Also included is a job bank through the University of North Dakota, Career Services.

Retention ... NDDPI will coordinate and facilitate efforts to prepare and retain students enrolled in special education teacher preparation programs through: 1. providing speakers to university undergraduate classes regarding needs and opportunities in special education, 2. arranging for members of racial or ethnic minority groups or individuals with disabilities to speak to undergraduate students regarding needs and opportunities in special education, and 3. preparing an information piece/brochure that addresses job duties and responsibilities associated with various special education opportunities. NDDPI will address retention of qualified personnel through: 1. encouraging networking and other means of mutual support among employed special

education personnel, 2. working with special education directors and school district superintendents throughout the State to encourage their efforts to employ members of racial or ethnic minority groups and persons who have disabilities, and to recommend those persons for additional training in special education and related services, and 3. identifying reasons trained special education and related personnel exit current positions, and developing a plan to address the issues.

Source: North Dakota State Plan for IDEA-B, FY 96-98.

OHIO

Recruitment and Retention ... No formal plan addressing retention was reported. Review of the State Plan revealed that the Division of Special Education, through the Special Education Regional Resource Centers (SERRCs), annually surveys all school districts, county boards of MR/DD, State institutions, and school districts operated by the Ohio Department of Youth Services regarding replacement of personnel needed as a result of vacancies. Training is furnished by SERRC personnel, local, regional, and State consultants, supervisors, and teachers, university personnel, and out-of-State consultants. SERRCs utilize incentives which encourage the participation of school personnel. Such incentives might include released time, options for academic credit, and updating professional skills. Special projects include those developed to recruit, prepare, and retain special educators, including personnel from minority backgrounds and persons with disabilities. A Statewide Education Information Management System (EIMS) identifies the number of employees that are retained, that are new to the system, and that are transferred from other LEAs. The Department conducts an annual survey with the Deans and Heads of Teacher Education for all colleges and universities to determine the count of individuals enrolled in programs for special education or related services and the major certification areas across all programs. The Department also conducts
and publishes a teacher supply and demand study which is made available for 37 different teaching fields found in Ohio schools, including special education and related services.

Source: Ohio State Plan for IDEA-B, FY 94-96.

OKLAHOMA

Recruitment and Retention ... Oklahoma will develop an adequate supply of appropriately trained personnel including general educators, special educators, leadership personnel, and other service providers who serve children and youth with disabilities and their families through many strategies. Strategy 1 is to improve credentialing and reciprocity by collecting, reviewing, and analyzing data on teacher credentialing standards and reciprocity agreements in other States. Strategy 2 will be to establish networks among policy making groups including the Commission for Teacher Preparation, Education Professional Standards Board, IHEs, the State Department of Education (SDE), legislators, and professional organizations. Strategy 3 involves expanding training opportunities at the preservice and Inservice level to increase the number of educators and related service personnel in the area of identified needs by collecting and analyzing data to

determine types and geographic location of personnel shortages, the establishment of a task force to compare available programs with personnel shortages that impact an adequate supply of appropriately trained personnel, and to develop agreements and contracts with UAP, IHEs, other agencies, organizations, groups, and National Technical Assistance Networks to effectively expand training opportunities for identified needs. Strategy 4 will develop and implement a recruitment program for special educators and related services providers by developing brochures for dissemination to increase awareness and enhance perception of careers in special education and related services, developing a recruitment packet for dissemination, determining recruitment efforts and related activities of other organizations in order to collaborate with these existing efforts, to establish pilot programs in high schools which encourage students to pursue careers in special education and related services, and establish a speakers' bureau of special educators and related service personnel to promote careers in special education and related services. Strategy 5 will establish Statewide dissemination of job vacancies by publishing reminders to LEAs in existing SDE publications regarding the availability of job posting on the Oklahoma Employment Bulletin Board on SpecialNet. Strategy 6 will reduce the number of professionals leaving the field of special education and related services by increasing an awareness and enhancing perception of careers in special education, providing support for personnel through peer coaching, mentoring, and practicum experiences, and providing recognition to professionals who promote and practice excellence and equity in education. Other services include a job bank offered through the Oklahoma State Employment Service. Teacher placement and America's Job Bank are offered through Internet.

Source: Oklahoma CSPD Strategic Plan, September, 1995.

OREGON

Recruitment ... No formal plan addressing recruitment was reported. Review of the State Plan revealed that in the spring of each year, the Oregon Department of Education (ODE) will distribute a survey requesting that school districts in the State summarize by specialty the staff that will be needed for the following school year. The data from this survey will be submitted to OSEP. The "supply" and "demand" for special education personnel will be determined by the development of a professional clearinghouse. The Oregon Special Education Employment Clearinghouse (ORSEEC) provides information to school districts, IHEs, and individuals seeking employment regarding current vacancies and professional opportunities in Oregon. An annual survey of student teachers who will be graduating with special education certification will be taken. The Oregon Manpower Report will identify the manpower needs of school districts.

Retention ... Special and general instructional staff, administrators, related service providers, support personnel and parents of students with disabilities shall have an opportunity to participate in continuing education, referred to as Inservice training and technical support. Long-range State planning will be conducted to determine State priorities in serving students with disabilities. District, regional, and State-wide workshops and summer institutes will be conducted for the purpose of making appropriate personnel aware of information and promising practices. An ODE special education newsletter showcasing promising practices will be printed and

distributed to both regular and special education personnel throughout Oregon. A "Special Education Director's Memo" which includes information on promising practices and Inservice training opportunities, will be printed and distributed throughout the State to all local school districts.

Source: Oregon State Plan for IDEA-B, FY 95-97.

PENNSYLVANIA

Recruitment ... No formal plan addressing recruitment was reported. The Special Education Management Information System, an electronic database known as PennData, provides the Pennsylvania Department of Education with information pertaining to special education personnel. It includes the number and type of additional personnel needed to fill funded positions to provide special education. Data collected will include the efforts of institutions and associations to recruit, prepare, and retain qualified personnel. Other Statewide telecommunication support can be found with the use of SpecialNet, QuickMail, and Internet. Connect Information Service provides callers with verbal assistance, written information, and appropriate referrals to PDE/Bureau of Special Education (BSE), other State agencies and individuals.

Retention ... No formal plan addressing retention was reported. Review of varied sources revealed activities which the State undertakes. These include training personnel utilizing satellite programming and multimedia materials, an Instructional Support Team Project which offers Inservice training and technical assistance program for all personnel (regular and special) to assist in the planning and implementation of pre-referral strategies designed to produce success for all students within the regular classroom, GATEWAYS: a Statewide Inservice training and technical assistance program to assist local school personnel as they integrate students with moderate to severe disabilities into regular schools, a Statewide initiative that employs intermediate unit personnel to deliver comprehensive training at the local level to maintain and enhance local capacity to execute systems change strategies, and a Statewide initiative (LEA-IHE Personnel Training Partnerships) which provides incentives for LEAs and IHEs to form partnerships to deliver preservice and Inservice training.

Source: 1. Pennsylvania State Plan for IDEA-B, FY 95-97.

2. Instructional Support System of Pennsylvania, October, 1993.

3. CSPD Guidelines, Pennsylvania Department of Education, Bureau of Special Education, 1995.

RHODE ISLAND

Recruitment ... No formal plan addressing recruitment was reported. Review of the State Plan revealed the Northeast Regional Credential (NRC) and its purpose. The purpose of the NRC is to enhance the mobility of educators, within the region, in anticipation of a shortage of qualified educators by the year 2000. The NRC may be used to obtain employment while working toward obtaining appropriate State certification. The State administers a State-wide assessment to determine the current and projected special education and related services personnel needs

including the need for leadership personnel. Other services include a job bank through the University of Rhode Island/Career Services, a searchable database, and the involvement in local and State job fairs.

Retention ... No formal plan addressing retention was reported. Review of the State Plan revealed the establishment of annual priorities through a Statewide needs assessment which deal with personnel preparation and continuing education activities such as co-sponsorship of topical conferences on a variety of topics, specific topical trainings on inclusion of students with disabilities, co-teaching training, collaboration of special needs teachers and related service providers with general education teachers, workshops on writing the IEP and making placement decision, teacher support team training and specific training in accessing assistive technology information and devices. The use of incentives which ensure participation by personnel, such as release time, payment for participation options for academic credit, certification renewal, or updating of professional skills, and the use of innovative training practices which have been found to be effective, offer assurance of retention.

Source: 1. Rhode Island State Plan for IDEA-B, FY 94-96.
2. Alliance 2000 Project, University of New Mexico, State Map, 1992.

SOUTH CAROLINA

Recruitment and Retention ... The Office of Programs for Exception Children has established a CSPD Committee to develop a plan to meet the personnel needs of South Carolina. This committee has been involved in two training sessions to understand its tasks. This committee has established a subcommittee to address recruitment/retention. This subcommittee has met and established the following goals and objectives for implementing the CSPD needs in South Carolina. The Recruitment/Retention Committee has developed a goal to design and implement a comprehensive system for Recruitment of Personnel to include related services personnel and leadership personnel by July, 1994, by identifying all existing recruitment efforts in the State (Pre-prep, within higher education, post-prep professional association, and LEAs), by identifying missing elements of recruitment efforts, by inviting key contact persons to participate and develop Committee for Recruitment of Personnel (CRP), to gain support for CRP, to implement CRP and to evaluate efforts and effects of CRP. Other steps are that the South Carolina Department of Education, Office of Research, conducts an annual needs assessment in the LEAs through the use of surveys. The results of this needs assessment are compiled and are utilized in the development of priorities for personnel preparation. Additionally, the Office of Programs for Exceptional Children conducts a survey in concert with IHEs relative to the estimated supply of new professional personnel who may be eligible for certification. The Office of Programs for Exceptional Children has also established relationships with the Developmental Disabilities Council, the Teacher Cadet Program, and the South Carolina Center for Teacher Recruitment. These associations increase the State's efforts in recruiting qualified professionals into the State, promoting special education as a career choice, and coordinating supply/demand information between State and local agencies. A Statewide communication/information dissemination network has been initiated through the SpecialNet system. Dissemination of

significant information derived from educational research and demonstration projects is provided through the Education Fair. Annually, the SEA sponsors this to display innovative educational programs from across the State. The South Carolina Center of Excellence for Rural Special Education has established the Electronic Support for Retention in Rural Special Education, an electronic bulletin board serve that works with "burn out" due to feelings of isolation, lack of support, and little opportunity for professional growth. The Center will be the Electronic Hub by providing voice, fax, and the bulletin board. A job bank (SCCTR) is supported by the State Department of Education's teacher certification office. An annual job fair, known as the South Carolina EXPO for Teacher Recruitment focuses on meeting South Carolina's short-term recruitment needs. Long-term needs are addressed by the Teacher Cadet and Pro Team Programs. Other services include Internet and Project Connect-Listserve.

Source: 1. South Carolina State Plan for IDEA-B, FY 94-96.
2. Alliance 2000 Project, University of New Mexico, State Map.
3. South Carolina Center for Teacher Recruitment, Annual Report, 1993-1994.

SOUTH DAKOTA

Recruitment and Retention ... No formal plan addressing recruitment and retention was reported. Review of the State Plan revealed several initiatives which can be interpreted as addressing recruitment and retention. In order to assure assignment of a CSPD, a State advisory panel will serve the CSPD advisory committee. This panel will advise the South Dakota department of education and cultural affairs of unmet personnel needs with respect to the provision of education and related services. The need for new personnel and the need for continuing education will result in the use of incentives which ensure participation by teachers and other personnel, such as released time, payment for participation, options for academic credit, certification renewal, or updating of professional skills and the use of innovative training practices which have been found to be effective. Inservice training (continuing education procedures) will be based upon the needs assessment data mandated and will address on-going district-level training, regular regional and district-specific training programs and technical assistance activities, and "summer institutes"- intensive professional study for instructional and leadership personnel. The Curriculum Center will serve as a clearinghouse and central State-wide informational resource in special education. Each year, the division of education shall administer a State-wide needs assessment to determine the current and projected special education and related services personnel needs. This will generate a report of current and projected personnel needs. Counterpoint, which is distributed to all LEAs; The Challenge, Hi-Lites and Administrative Memorandum, division of education publications sent to school personnel, and, the Circuit, a State-wide newsletter are all disseminated by the division of education. Several initiatives are being implemented State-wide by which local needs are addresses. "Partners in Progress" is a personnel preparation project to assist general and special educators in curriculum and instruction modifications and service delivery. The State also offers distance learning cooperatively administered by the office of special education and the division of education's office of technology in education. A job bank through the South Dakota Teacher Placement Center offers a list of vacancies reported to the SEA.

Source: South Dakota Plan for IDEA-B, FY 96-98

TENNESSEE

Recruitment ... No formal plan addressing recruitment was reported. Review of the State Plan revealed that the entire personnel development plan is premised upon needs assessment data. Priority areas for this section include number and types of vacancies, number of students enrolled in special education teacher and related services personnel preparation programs, number of students graduated from teacher preparation programs, in areas of special education and related services, and the number and types of personnel leaving special education. The Tennessee State Board offers a job bank which contains a list of vacancies reported to the State.

Retention ... No formal plan addressing retention was reported. Review of the State Administrative Policies and Procedures Manual revealed that the local school systems shall provide instructional and support personnel an opportunity to upgrade their skills and expertise. Plans for personnel development should meet the following criteria: 1. be based on a needs assessment of all appropriate personnel, 2. provide training and support for personnel working in all educational levels and environments, and 3. use incentives for Inservice beyond the required days which ensure participation by teachers. The State Plan lists such incentives on page 58. Various bulletin boards of SpecialNet are accessed weekly and distributed to appropriate staff. Counterpoint and The Special Educator are acquired to provide information on promising practices and other projects.

Source: 1. Tennessee State Plan for IDEA-B, FY 95-97.
2. Administrative Policies and Procedures Manual, Dept of Education, Special Ed., 1994.

TEXAS

Recruitment and Retention ... No formal plan addressing recruitment and retention was reported. Review of the State Plan revealed that the Texas Education Agency (TEA) uses three main sources in determining Statewide personnel needs. 1. Council for Personnel Preparation for the Handicapped, (supply and demand); 2. An annual profile developed by each of the education service centers (ESCs) reveals the unique needs of particular geographic areas of the State; and 3. University Forum, an annual conference to promote collaboration and communication between TEA, IHEs, ESCs, and LEAs. A new system will eventually facilitate the collection and analysis of personnel data to meet the objectives of the cooperative manpower planning directive and the data requirements of the State Plan. Personnel data reflecting supply and demand is on an annual basis as required by the Public Education Information Management System (PEIMS). Among the strategies for shortages are: a) attract and retain qualified personnel through the development of incentives programs, b) develop alternatives to traditional staffing patterns, and c) continue to pilot "alternative" programs/certifications. TEA will continue to provide leadership and networking communication strategies to help schools recruit qualified people and establish incentives to encourage individuals to pursue the non-traditional retraining programs. (The State Board of Education has approved 22 alternative certification training programs.) The Texas

Teacher Recruitment, Retention and Assistance (TTRRA) Program will facilitate the search, employment and retention of qualified, certified personnel to ensure excellence and to provide equity in learning for all students. The Mentor Training Academy (MTA) facilitates the development of teacher education students, promotes school districts "growing their own professionals," and fosters the continuing growth of educators in the field. The Professional Development Academy (PDA) analyzes ExCET scores to identify areas of need. Cross Cultural Academy (CCA) manages an electronically based network to link beginning teachers with university and school based educators during the initial year of teaching. The Leadership Enhancement Academy (LEA) seeks to identify factors impacting minority teacher development and retention. Other services are an Educators job bank and the involvement in university job fairs.

Source: 1. Texas State Plan for IDEA-B, FY 94-96.
2. Alliance 2000 Project, University of New Mexico, State Map.
3. Texas Teacher Recruitment Retention and Assistance Program, 1995.

UTAH

Recruitment and Retention ... No formal plan addressing retention was reported. Review of the State Plan revealed that activities which the State undertakes are the Personnel Preparation Program (PPP) with a goal to advise the Special Education Services Unit of the SEA in the development of a CSPD to assure that personnel are appropriately and adequately prepared, the Personnel Development Plan (PDP) which addresses current and projected special education and related services personnel needs and coordinates and facilitates efforts among State and LEAs, IHEs, and professional associations to recruit, prepare, and retain qualified personnel. The United States Department of Education's (USDOE) Annual Data Report provides data on personnel needs and shortages in each district. Incentives for participation in continuing education activities include university credit, State Board of Education Inservice credit, provision for substitutes, stipends, expense reimbursement, and professional leave opportunities. No job bank was addressed.

Source: Utah State Plan for IDEA-B, FY 96-98.

VERMONT

Recruitment and Retention ... No formal plan addressing recruitment and retention was reported. Review of the State Plan revealed that activities which the State undertakes are Inservice training needs surveys conducted as part of conferences, workshops and mailings, statistical reports submitted by LEAs, and the establishment of monitoring systems. The Vermont Professional Development Consortium will invite colleges and universities in Vermont to review and update a system for personnel development. Activities of the Consortium will be to work to develop strategies to recruit and retain personnel and collect data of students enrolled in preparation programs and the numbers of students who graduated from special education programs. Rural Employment/Transition Specialist Grant is designed to ensure that qualified individuals from all regions of the State have access to coursework and internship. The Statewide

Transition Systems Change Project Grant will develop policy, provide Statewide training and technical assistance, develop an anticipated needs data base, and provide follow-up data. Summer Tuition Reimbursement Grants provide tuition reimbursement following the successful completion of courses related to the provision of
special education. Through current monitoring and reporting systems, the Department is able to ascertain where personnel shortages exist. No job bank has been developed.
Source: Vermont State Plan for IDEA-B, FY 95-97.

VIRGINIA

Recruitment ... There are 12 IHEs in Virginia with programs which prepare school administrators. There are two IHEs with programs which prepare special education leadership personnel. Recruitment initiatives include targeting career information, providing support and technical assistance to LEAs wishing to establish Future Educators of America Clubs, and sponsoring a speakers bureau targeted to pre-collegiate youth. This activity will establish a State-wide network of special educators available to speak with school and community based youth groups. Various constituencies collaborate with each other to assure that meaningful continuing education opportunities are made available. LEAs, IHEs, the Advisory Board on Teacher Education and Licensure, the State Council for Higher Education, and the State Special Education Advisory Committee in Virginia are participants. No job bank has been developed formally.

Retention ... No formal plan addressing retention was reported. Review of the State Plan revealed that Virginia will take the steps for the retraining or hiring personnel to meet appropriate professional requirements. The Virginia Department of Education will notify public agencies and personnel of the steps the agency is taking and of the timelines it has established for the retraining or firing of personnel to meet appropriate professional requirements through the following communication systems: Superintendents' Memoranda,
Virginia's Public Education Network (VaPEN), SSEAC, and South Carolina Personnel Development (SCPD) advisory groups, Special Education Directors Council, and Regional Special Education Directors' Meetings.
Source: Virginia State Plan for IDEA-B, FY 96098.

WASHINGTON

Recruitment ... The State undertakes the compilation of data regarding which IHEs offer special education endorsements and/or educational staff associate (ESA) certification and the numbers of students annually enrolled in preparation programs. There is ongoing review of data and information. Current State efforts concerning recruitment include the State's funding of the Washington Special Education Personnel Network. The Network's goals include the following: a. recruiting special education staff and b. increasing the effectiveness and use of a computerized special education personnel data base to link prospective employers and employees. There will be

further development and evaluation of the personnel data base, increased recruitment activities, and development of a system to determine the continued need for, and impact of, stipend assistance. Other services include a job bank through the Central Washington University/RSVP Washington and involvement with State and local job fairs.

Retention ... Retention activities sponsored by the SEA include the sponsorship and provision of Inservice training for general and special education staff, paraprofessionals, and administrators; the provision of stipends to assist staff in completing training necessary for permanent certification or endorsement in special education; the provision of mentors for some new personnel; and the provision of stipends for occupational and physical therapy field supervisors. Future activities include conducting a study of special education teaching, related service, and paraprofessional staff to determine factors relevant to retention in Washington State and assisting the nine regional educational service districts (ESDs) and LEAs in the development of regional or local plans to address personnel development (Recruitment, Retention, and Inservice training).

Source: Washington State Plan for IDEA-B, FY 93-95.

WEST VIRGINIA

Recruitment and Retention ... The Special Education Personnel Development Advisory Committee (SEPDAC) has established a goal that addresses the establishment of a program that will attract, recruit, and retain qualified and effective personnel, including persons from minority backgrounds and persons with disabilities. This goal will be met through objectives that increase the supply of available, qualified personnel through the development and implementation of recruitment/retention campaign and the identification and reinforcement of effective personnel. Needs assessment data related to personnel preparation and professional development is shared through the participation of IHE, LEA, Regional Educational Service Area (RESA), and SEA personnel. The West Virginia Department of Education (WVDE) is working with IHEs to make preservice and Inservice training more accessible through externships, expansion of off-campus offerings and the use of telecommunications. A Common Core Curriculum Model contributes to the efforts to train and retrain special education teachers. A Special Education Distance Learning Project enables individuals in geographically remote areas to benefit from classes over the Network. No job bank was discussed.

Source: 1. West Virginia State Plan for IDEA-B, FY 94-96.

2. Special Education Personnel Development Advisory Committee, Strategic Plan, 1995.

WISCONSIN

Recruitment and Retention ... No formal plan addressing recruitment and retention was reported. Review of the State Plan revealed the Regional Service Network (RSN) assigned to develop and implement CSPD activities. The Wisconsin Teacher Supply and Demand, an examination of data trends, is conducted to determine the number of teachers prepared in Wisconsin and the attrition in special education. The study has identified a shortage of certified

personnel in some areas of special education. Wisconsin's continuing goal is to provide Inservice training programs which will raise the skills and increase the knowledge of all individuals who are involved in the educational and related services. The Department publishes a newsletter, Education Forward and has a network of learning resource centers responsible for training and supporting teachers and administrators. The Department of Public Instruction (DPI) has the technology to access ERIC, SpecialNet and other information data bases as needed by the field. A job bank is offered through the DPI School Personnel Placement and Analysis Office.
Source: Wisconsin State Plan for IDEA-B, FY 93-95.

WYOMING

Recruitment and Retention ... No formal plan addressing recruitment and retention was reported. Review of the State Plan revealed that the Wyoming Department of Education (WDE) develops and makes available a plan that includes training incentives to assist in the retention of qualified personnel as well as strategies to recruit qualified personnel. There is an annual review of the needs assessment. This information is provided to the University of Wyoming and the Wyoming Association of Special Education Administrators so that preservice, recruitment and retention needs can be addressed. A job bank exists called "WYOSEEK."
Source: Wyoming State Plan for IDEA-B, FY 96-98.

Appendix B

ALABAMA

Alabama does not sponsor a formal special education teacher retention program. Personnel from LEAs and other agencies use innovative methods and instructional materials at workshops with a system called Practices Supporting Successful Teaching (PSST) and the learning activities of the Alabama Learning Resources Center (ALRC). Support is provided for selected teachers to visit successful sites upon request.

Specific Initiatives for Alabama ... The Beginning Teacher Assistance Program (BTAP) is a structured program created in 1989-1990. It is available to all school districts. The BTAP is designed to assist in the induction and development of beginning teachers. It is felt that this support will increase the retention of beginning teachers. Training activities are provided for the mentors. A mentor is assigned to observe, comment, and critique the beginning teacher. The local school district provides opportunities and release time for the mentors and monitors of this program. Regional Inservice Centers, utilizing higher education personnel, serve as mentor training sites.

ALASKA

Alaska does not sponsor a formal special education teacher retention program. The State undertakes activities such as awarding mini-grants to districts and agencies adopting promising practices and awarding stipends to teachers attending training in areas deemed promising by the CSPD Committee. While no overall State Strategic Plan was indicated, information is contained in a resource guide that is disseminated to LEAs.

Specific Initiatives for Alaska ... The Alaska Staff Development Network, in collaboration with the University of Alaska and the Anchorage School District, has developed the Alaska Mentor Teacher Program (AMTP). This program provides a three-member team to assist and support the beginning teacher. Alaska sponsors a Native Teacher Scholarship Program that allows districts to nominate Native Alaskans to attend a teacher preparation program. Candidates are eligible for loans which are forgivable if they teach for five years in the district that nominated them.

ARIZONA

Arizona does not sponsor a formal special education teacher retention program. It has developed the Special Education Learning Experiences for Competency in Teaching (SELECT) project. SELECT provides grants for training to special education teachers. Arizona uses a cadre of professional peers from the field with special expertise in the identified areas of need. They

also provide personnel training mini-grants to districts for summer training. The focus for these training sessions is on innovative programs.

Specific Initiatives for Arizona ... The Board of Regents Task Force on Excellence, Efficiency and Competitiveness issued a call for expanded teacher preparation programs and active minority participation through better financial aid and academic support programs.

ARKANSAS

The State does sponsor a formal special education teacher retention program. They have developed an Inservice Training Task Force (ITTF) of the Arkansas Comprehensive System of Personnel Development (ACSPD) which has set as its priority the recruitment and retention of teachers. The ITTF reviews literature in the area of retention prepared by other States for the possible replication and dissemination in Arkansas. The literature sources are the National Clearinghouse for Professions in Special Education, related projects of the National Association of State Directors of Special Education and the Council for Exceptional Children.

Specific Initiatives for Arkansas ... Arkansas, along with Georgia, North Carolina, Tennessee and Virginia, under the umbrella of the Southern Education Foundation, Inc. (SEF) set up a task force to make recommendations about the recruitment of minority teachers. SEF sponsors a program in which college representatives visit high schools to recruit African American students who want to become teachers. The students are offered financial and academic assistance in college and a teaching job when they graduate.

CALIFORNIA

The State does not sponsor a formal special education teacher retention program. For LEAs, the California New Teacher Project (CNTP) is offered. The LEA administrators are the responsible personnel.

Specific Initiatives for California ... The CNTP was initiated in 1988 by the legislature and governor. It is co-administered by the California Commission of Teacher Credentialing (CTC) and the California Department of Education. They recommended more coordinated evaluation efforts, increased assessor training, increased formative feedback, assistance in the improvement of skills, and support in general.

In addition to the CNTP, The Hughes-Hart Education Reform Bill of 1983 includes the California Mentor Teacher Program (CMPT). The intent of this program is to encourage currently employed teachers to remain in the profession. These teachers are asked to provide assistance and guidance to new teachers, career teachers, and teacher trainees. Responsibility for the program is delegated to local school districts who select mentors and implement various programs.

In 1990 the Paraprofessional Teacher Training Program (PTTP) was established as a career ladder program. It provides financial assistance for books, fees, and tuition to paraprofessionals attending a community college or a campus of the State university system and earning teacher credential credits. The candidates are required to work one year in a classroom of the sponsoring district for each year of scholarship that they receive.

COLORADO

The State does not sponsor a formal special education teacher retention program. A system is in place to ensure an adequate supply of qualified personnel to carry out the purposes of IDEA and includes a component that focuses on a long range retention plan for addressing critical personnel shortages.

Specific Initiatives for Colorado ... The Minority Teacher Incentive Program (MTIP) administers a fellowship program that offers fellowships for the `most promising' minority candidates who are participating in alternative teacher programs in the State. Of the students entering teacher education programs, 5% of them meet `nonstandard admissions criteria'. These students must meet the required exit criteria.

CONNECTICUT

The State does not sponsor a formal special education teacher retention program. It offers many programs, practices, and effective support plans for teachers in the field. One such plan is the dissemination of promising practices in special education to special education instructional personnel, support personnel, and administrators. The Special Education Resource Center (SERC) has a newsletter that includes information on training workshops which supports special education personnel. Inservice training sponsored by SERC is offered at no cost to participants and the Connecticut State Department of Education (CTSDE) encourages LEAs to grant participants release time.

Specific Initiatives for Connecticut ... The Beginning Educator Support and Training (BEST) program was developed by the State Department of Education to enhance the quality of beginning teachers. Mentor teachers serve as the support system. The Connecticut Competency Instrument (CCI) is utilized as the performance assessment tool. Six trained assessors conduct independent classroom observations. The teacher receives a notice of his/her strengths and areas that need improvement. The teacher is encouraged to share this information with the mentor and principal. Responsibility for the CCI is assigned to the local district, district facilitators, principal, mentor, and the teacher. The local district provides release time for the participants, and the State provides substitute reimbursement for a maximum of six days per school year.

Connecticut sponsors the Teaching Opportunities for Professionals (TOP) program for paraprofessionals who wish to become teachers. Under this program paraprofessionals work half

the year and attend college for six months. The district continues to pay their salary during this time and provides a substitute for the regular employee. Approximately 89 percent of those participating in TOP are minorities.

DELAWARE

The State does not sponsor a formal special education teacher retention program. The State Board of Education approved a provision in July, 1991, for financial incentives and alternative routes to certification for individuals teaching in the States critical curricular areas. The Delaware First ... Again Career System (DFACS) has goals which will create a `career ladder' that matches levels of training and experience with levels of recognition and reward to develop an information system which will use training resources effectively. To better inform Statewide educational personnel, the Delaware Learning Resource System (DLRS) newsletter, Spotlight on Education, is distributed to all education personnel. This information is also distributed at workshops and conferences. Informational brochures, videotapes, and slides are also distributed at conferences. The use of such resources as SpecialNet place successful strategies at the fingertips of the educational personnel.

Specific initiatives for Delaware ... Delaware provides $100,000 annually, which local school districts can request to use toward teacher programs. Local school systems design, implement, and provide training for a support system for beginning teachers with the hope of retention.

DISTRICT OF COLUMBIA

There is no formal special education teacher retention program. A requirement is in place that ensures the coordination of activities to retain qualified personnel including personnel from minority backgrounds and personnel with disabilities.

Specific initiatives for the District of Columbia ... The District of Columbia sponsors a paraprofessional recruitment effort through the University of the District of Columbia. The District pays part of the tuition for paraprofessionals who attend the university part time and work in a District classroom.

FLORIDA

The State does sponsor a formal special education teacher retention program. A Critical Teacher Shortage (CTS) financial assistance program was established for the purpose of improving the skills and knowledge of current teachers or persons preparing to teach in critical teacher shortage areas. The Florida Department of Education (FDE) developed a plan that includes a system that coordinates and facilitates efforts among those institutions, associations,

and agencies whose goal is the retention of qualified personnel. There is a coordinated effort with Florida Federation Council for Exceptional Children (CEC) to develop a Speakers' Bureau that will include participation on the Retention Subcommittee of CEC. They also collaborate with IDEA, Part D, special project of the University of Florida, `Framework for Understanding Teacher Attrition/Retention in Special Education'.

Specific initiatives for Florida ... To increase retention of new teachers, the Professional Orientation Program (POP) for beginning teachers. It is mandatory that all beginning teachers participate in POP. Local districts develop their own POPs. They must meet certain legal requirements, be reviewed by the Department of Education, and be approved annually by the Commissioner of Education. A principal, peer teacher, and another professional educator are established as a team to support staff and conduct clinical activities to assist the teacher in refining teaching competencies and provide induction into the profession.

The SEA has a full time minority teacher recruiter and a full time director for its Future Educators Clubs which are sponsored by the State. The Committee on Minority Education Recruitment sponsors an annual conference focused on minority recruitment. The Office of Teacher Recruitment has compiled a `best practices' manual for their recruiting efforts. In addition to sponsoring the Future Educators of America clubs, the State sponsors workshops, conferences, and distributes handbooks.

The Chappie James Most Promising Teacher Scholarship must be awarded to a percentage of minority students in proportion to the percentage of minorities in the State population.

GEORGIA

The State does sponsor a formal special education teacher retention program. To address the need to retain qualified personnel, various incentives and support systems for special education teachers have been developed. Promising Practices sites are selected annually through an internal selection process by DES staff. The Special Education Exchange Program (SEEP) identifies exemplary programs and provides continuing education opportunities to assist in retention of qualified special education personnel. The Program Area Consortia (PAC) provides direct service personnel the opportunity to network, to participate in staff development activities, and to share ideas and strategies. The Georgia Learning Resources System (GLRS) is a Statewide program that provides various forms of support and plays a major role in planning and implementing the Georgia CSPD to promote special education retention efforts. Special orientation sessions and on-going support services are provided to assist beginning teachers. This effort targets professionals who are entering special education classrooms by providing `survival strategy kits'. These strategy kits are provided for those who are completing first year certification and evaluation requirements. Collaboration regarding courses and staff development opportunities for LSS/DOE/DHR personnel is a continuing project.

Specific Initiatives for Georgia ... The Georgia legislature allocated $750,000 for a Teacher Induction/Mentor-Teacher Stipends Program. Mentors must obtain a certification of endorsement through participation in ten quarter-hours of training. The role of the mentors is to provide support to teachers during their first three years of service or to teachers who are serving their first year in a new position.

The Georgia SEA sponsors an annual minority recruitment workshop for public school personnel on how to recruit minority students into teaching. Five IHEs in the State share a Ford Foundation grant designed to identify and recruit minority high school students into teaching.

HAWAII

The State does not sponsor a formal special education teacher retention program. Project Ho'okoho is the Hawaii Department of Education (HDOE) inservice training mechanism to address the needs and the priorities identified by the State of Hawaii's CSPD. The major purpose of this project is to assist in the establishment and maintenance of a Statewide, systematic inservice training program for personnel working with children and youth with disabilities.

Specific Initiatives for Hawaii ... Hawaii and the Honolulu School District have developed the Teacher Assist Program (TAP). TAP provides a three member team to assist and support the beginning teacher.

Universities actively recruit minorities (in Hawaii this includes Samoans, Filipinos, and native Hawaiians) from the Future Teachers' Clubs in high schools. The affirmative action coordinator in the SEA assists foreign trained teachers in meeting the State teaching requirements.

IDAHO

The State does not sponsor a formal special education teacher retention program. The SEA encourages the LEAs to adopt, if appropriate, those promising practices, materials, and technology proven most effective through research and demonstration. The completion of a `CSPD Narrative' outline of professional growth activities and evaluating efforts of the previous year are part of the LEA application of the retention benefits.

Specific Initiatives for Idaho ... A voluntary beginning teacher program was begun in 1989 with a goal to increase retention. The State provides $1,000 to each first-year certificated employee. All school districts have elected to participate in this program. The funds may be used for release time, supplementary pay, professional growth activities for beginning employees, or for contracting with higher education institutions to provide support to teachers and administrators. School districts determine the criteria and processes for the one-year program.

ILLINOIS

The State does not sponsor a formal special education teacher retention program. A Strategic Plan designed to retain qualified personnel utilizes the input of a work group of the CSPDC each year to analyze data that includes the annual report, Illinois Teacher Supply and Demand (ITSD). They use this to determine the amount and type of special education staff that will be needed. Specific activities are then developed by the work group. These activities are combined with the efforts of a work group from HEAC and other interested individuals to meet those identified needs. The Illinois State Board of Education has been promoting a Regular Education Initiative (REI) to develop and enhance the coordination, collaboration, and skill building for special and regular education teachers and administrators. Activities have included holding annual initiative conferences, identifying innovative programs where teachers are collaborating to improve educational services to meet the needs of all learners in the classroom, and establishing an organized, and structured system of personnel development.

Specific Initiatives for Illinois ... The SEA and the Illinois Teacher Certification Board (ITCB) requires each district to have a plan to increase the number of minority personnel. Each IHE is required to establish a written recruitment plan outlining its efforts to attract minority students into teacher preparation programs. The Illinois Board of Higher Education supports the Golden Apple Scholarship Program which encourages minority students to enter the teaching profession.

The Minority Scholarship program is open to African American, Hispanic, Native American, and Asian American students. Thirty percent of these scholarships are targeted to men. The recipients must agree to teach for at least two years at a public or private school in Illinois that has at least sixty percent minority enrollment.

INDIANA

The State does not sponsor a formal special education teacher retention program. A subcommittee of the University Forum, the Task Force on Distance Education (TFDE) is developing the framework and instructional units to facilitate individuals in updating and acquiring skills and licensure in a more convenient and cost effective manner. The Steering Committee of the Indiana Special Education Administrator's Service (ISEAS) project is composed of local special education administrators from seven geographic areas of the State. This committee provides information on programming issues and needs which translate to preservice and inservice needs.

Specific Initiatives for Indiana ... All school districts, as of 1989, are required to have a mentor teacher program for all beginning teachers in the hope that retention will increase. Mentor teachers in the program must have at least five years of experience, be recognized as an

outstanding teacher, and be recommended by their school principal. The program includes a support system for the beginning teacher as well as training for the support team.

Indiana has established two programs to address the problem of inadequate minority teachers. Project Student Exploratory Teaching (SET) encourages secondary and post secondary students to enter the teaching profession. This project emphasizes the recruitment of students of minority backgrounds, males and persons with disabilities to become teachers. The Minority Teachers Scholarship Fund (MTSF) offers renewable scholarships/loans for African American and Hispanic teacher education students. Recipients must teach three to five years for the loan to be forgiven.

IOWA

The State does sponsor a formal special education teacher retention program. Activities currently underway to retain existing instructional, support and administrative personnel include Phase II of the Educational Excellence Program (EEP). This phase was established to retain quality teachers by increasing the salaries of experienced teachers. Phase III has been used to provide supplemental pay, performance-based pay, and comprehensive school transformation pay to teachers engaged in school transformation efforts. New roles include mentoring new teachers, coaching peers, training colleagues, and collaborating with other teachers and administrators.

KANSAS

The State does sponsor a formal special education teacher retention program. The Kansas State Board of Education (KSBE) coordinates and facilitates efforts to retain qualified personnel. Each LEA reports to the KSBE topics that address current and emerging needs for professional development. The KSBE Professional Development Council is responsible for the planning and implementation of a cross-division team program of staff development activities for staff within the KSBE. Kansas provides funding for Project Partnership, a collaborative teaching activity.

Specific Initiatives for Kansas ... Kansas has a provision in the Kansas Teacher Scholarship program that minority teacher candidates receive `all due consideration'. The SEA assists school districts in their efforts to establish chapters of the Future Educators of America clubs. Some of the chapters focus on recruiting minority students into the teaching profession.

KENTUCKY

The State does not sponsor a formal special education teacher retention program. The Kentucky Department of Education (KDE) coordinates and facilitates efforts between the KDE, LEA, IHE, and professional associations to retain qualified personnel. LEA's must provide for a minimum of four (4) inservice days in their school calendar each year to be used as required by their professional development plan. Incentives are used to encourage participation in continuing

education activities. Successful programs, practices and materials are utilized for planning and delivery. Since 1992, the Minority Educator Recruitment and Retention Program (MERRP) has been in place. The Education Professional Standards Board (EPSB) is the responsible party for this program.

Specific Initiatives for Kentucky ... Beginning teachers are issued a provisional certificate for their internship year. The resource teacher, who serves as a mentor, is appointed by the Department of Education and spends a minimum of 70 hours working with the intern. The 70 hours includes 20 hours inside the classroom and 50 hours outside the classroom. The Department of Education contracts with local school districts to pay resource teachers for extra meetings and work done outside the normal working hours. Substitutes are also provided for the resource teachers.

Minority recruiting activities in Kentucky include providing scholarships to minority students; hiring a coordinator of recruitment practices at the SEA; and funding workshops at several universities to encourage junior college students to consider the teaching profession. The SEA also works with a 'historically black college' to improve recruitment of minority teacher candidates.

LOUISIANA

The State does not sponsor a formal special education teacher retention program. Collaborative activities among the SDE, DEA, and IHEs include continuing education and inservice training for improved service delivery. They track data to identify practices and trends as to why teachers leave education or special education, etc. The improvement of skills for specific service delivery needs and retraining of personnel for new roles and areas of service are critical elements of the CSPD plan. Mailings, newsletters, bulletins, and other publications such as the Superintendent's What Works? newsletter, CEC's Counterpoint, the NASDSE Liaison Bulletin, bureau and special project publications, and special interest publications of professional organizations offer support for teachers in the field.

Specific Initiatives for Louisiana ... The State has implemented a pilot mentor teacher program. Mentors are providing assistance to beginning teachers and are selected by their local school systems based on the seven qualifications defined by the State.

Louisiana funds the Education Majors Scholarship Program (EMSP) that provides up to eight semesters of funds for students in teacher education programs. The scholarships require that recipients teach in Louisiana for four years. Special minority recruitment efforts are made for this program. Louisiana sponsors a program to improve academic and test taking skills of minority students. They allow ten percent of the College of Education applicants to be admitted through an 'admissions window'. These students are not required to meet testing requirements until certification.

MAINE

The State does sponsor a special education teacher retention program. The Maine Department of Education supports regional activities to promote retention of special education personnel. Currently, there are two regional networks for special education classroom personnel and plans are being made for a third. There is one State network for special education administrators. This network receives discretionary grant monies. In addition, a specific survey instrument is given staff members to isolate nine variables on why people are leaving the field. This information is reviewed by the CSPD Advisory Council and impacts the training priorities.

Specific Initiatives for Maine ... A beginning teacher component is part of a mandatory certification program that was enacted on July 1, 1988. Beginning teachers receive a two-year provisional certificate and receive assistance from their local school district during this time period. Beginning teachers must successfully complete the provisional term before receiving a professional certificate.

The State university system in Maine does not charge tuition to Native American students. Recruitment of minority teachers is conducted at regional recruitment conferences.

MARYLAND

The State does not sponsor a special education teacher retention program. Major efforts are underway in teacher retraining by MSDE in collaboration with the University of Maryland, Washington College, Morgan State University, and associated school systems in addition to continuing efforts to strengthen teacher training programs. The MSDE recognizes the importance of addressing the increasing need to retain qualified personnel across all categories of education, including special education.

Specific Initiatives for Maryland ... An annual report, "Teacher Supply and Demand in Maryland 1992 -1994," recommended that all categories of special education be declared as one of the critical shortage areas. A staff specialist in teacher recruitment was appointed to assist in the development of new programs to meet the critical needs.

MASSACHUSETTS

The State does not sponsor a special education teacher retention program. Massachusetts is seeking to bring two and four year institutions together to develop a 'joint teacher preparation plan'. This plan would allow students to begin at a two year institution and then transfer to a four year college and receive teacher certification upon completion. Included in this plan is an effort to increase minority enrollment in teacher education programs by assuring the transfer of academic credits and improving support services such as assessment, basic skills, and counseling.

Specific Initiatives for Massachusetts ... Massachusetts implemented a program in 1994 for a two-year certification program. They also have an Office of Placement and Minority Recruitment to help attract more minority students.

MICHIGAN

The State does not sponsor a special education teacher retention program. Each education agency provides the incentives necessary for the implementation of training activities. The Coordinators of Training (COT) program is responsible for identifying training needs, coordinating training activities at the LEA/ISD level, and acting as a liaison with the OSEs Training, Curriculum, and Approvals (TCA) program.

Specific Initiatives for Michigan ... The Michigan Urban Teacher Program seeks to facilitate partnerships between two-year and four-year IHEs to develop programs to increase the number of minority students in teacher education programs. The SEA office of minority equity is trying to establish Statewide partnerships to assist in the recruitment and retention of minority teachers and teacher candidates who are working in fields other than education.

MINNESOTA

The State does not sponsor a special education teacher retention program. In Minnesota it is mandatory that continuing education licensure credits for all licensed special education personnel focus on retention and retraining of current personnel. Ongoing staff development has a provision for teacher incentives.

Specific Initiatives for Minnesota ... Minnesota does not have a mandated Statewide program for beginning teachers. They provide grants to districts to pay the salaries of minority teachers who have relocated to the State. The State also offers grants through the Alternative Preparation for Licensure Program which allows candidates to accept a teaching assignment in the district upon completing 20 days of training in that district. These candidates are supported by a three member team who recommends the candidate for licensing. It also offers $2,000 per year for two years to minority candidates who join the program. They must teach in the same district for a second year.

Minnesota sponsors grants to prepare Native American teachers. These grants are awarded to four sites which have an IHE and district partnership. Candidates completing these programs must teach in Minnesota. The loans are forgiven over a five year period.

MISSISSIPPI

The State annually collects the status of qualified personnel available in the State and projects the number and type of personnel needed for a five year period. An annual survey,

specifically designed to gather data regarding the problems with retaining qualified personnel, is completed. Procedures for dissemination of this information are developed with the assistance of the MAC. Results are used to coordinate and facilitate efforts of LEAs, IHEs, and other agencies to retain qualified personnel. A plan for Inservice Personnel Development (IPD) is published in the Manpower Status Report and sent to the MAC, local school districts, IHEs, private schools, and parochial schools with special education classes, State agencies, and other concerned parties. Personnel who work with children with disabilities are informed of the State's efforts to meet their personnel development needs.

Specific Initiatives for Mississippi ... Three instruments that were developed to assess the beginning teacher are: Teaching Plans and Materials, Position Skills, and Interpersonal Skills. The beginning teacher must prepare a portfolio of instructional plans that is given to the evaluators before these observations. Legislation was passed in 1991 for a Statewide Mentor Teacher Program (MTP).

The Mississippi Teacher Corps looks for qualified liberal arts graduates who are willing to teach for at least a year in an area of 'great educational challenges'. Fifteen to twenty-five of these recruits receive scholarships to a summer institute to prepare them for certification. These candidates then teach for one year in an assigned district. Mississippi also sponsors a Teacher Education Scholarship that is weighted to give minority applicants additional points.

MISSOURI

The State has no formal plan for recruitment and retention of special education teachers. Their State Plan is designed to ensure implementation of innovative strategies and activities for recruitment and retention. Each school district is surveyed annually to determine teacher supply and demand. The Missouri Department of Education is planning to initiate activities to plan a series of strategies designed to enhance the image of special education professionals. Also, the Department will initiate activities with colleges and universities to encourage the appropriate staffing levels at IHEs necessary to support the training of adequate numbers of special education professionals. The Department maintains a data system for determining, on an annual basis, the data on qualified personnel. A newsletter, The Innovations, is disseminated to every special educator and director four times per year. This newsletter is used to provide regular updates regarding the activities from State projects and outreach services.

Specific Initiatives for Missouri ... The Teacher Education Scholarship Program designated fifteen percent of the funding for minority teacher scholarships. These candidates must teach in Missouri for five years in lieu of repayment. In Missouri high school juniors and seniors, with better than 'B' grades, are eligible to enroll in the Teacher Cadet Courses. This program offers coursework in education theory and practice. These students work with master teachers for their courses.

MONTANA

The State does not sponsor a special education teacher retention program. An annual program plan procedure provides a detailed structure for personnel planning. It focuses on preservice and inservice education needs. The plan coordinates and facilitates efforts among Office of Public Instruction (OPI), LEAs, IHEs, and professional associations to retain qualified personnel. The CSPD is working with procedures to ensure collaboration and coordination of the OPI and LEAs efforts in the utilization of current technology and training techniques to meet the personnel development needs, as well as the use of appropriate networks (METNET), linkages, and searchable databases.

Specific Initiatives for Montana ... Montana began a new teacher mentor program in the fall of 1992. A beginning teacher support program is being piloted in fifteen locations across the State.

NEBRASKA

The State does not sponsor a special education teacher retention program. Future personnel needs are projected based on a formula comparing the number of current teachers and students with disabilities to trends in the number of students requiring services in the future. Allowance is made for anticipated teacher retirements, migration and departures from the field. These numbers are contrasted to projections of the supply of qualified personnel available in a comparable time frame.

NEVADA

The State utilizes the Special Education Branch to maintain and support recruitment activities for special education. They develop an annual vacancy announcement publication that provides the number and type of available positions in each of the school districts in the State. They also support recruitment efforts at the International Council for Exceptional Children Annual Conference. A direct mail advertisement that lists available positions is provided to potential candidates throughout the country. Candidates' resumes are maintained in the SEA and are available to local school districts upon request.

Specific Initiatives for Nevada ... The State participates in job fairs. They have developed a job bank through the Nevada Department of Educational/Special Education Branch. With the use of a projection model, based on a presentation at the Western Regional Resource Center, the Local Plan Personnel Data report is used to calculate retention rates in each category of personnel reported.

NEW HAMPSHIRE

The State does not sponsor a special education teacher retention program. The implementation of a CSPD plan has led to the coordination and facilitation efforts among SEA, LEAs, IHEs, and professional associations to retain qualified personnel. The New Hampshire CSPD Interagency Steering Committee, which works with policy and strategic planning, serves as a mechanism for ongoing identification of issues, problems, and the needs and implementation of retention activities.

Specific Initiatives for New Hampshire ... New Hampshire provides mentor teachers, who must be excellent experienced teachers. They must meet other criteria determined by the local school district. New Hampshire, along with other northeastern States, is working with the Northeastern Regional Laboratory on the development of an extensive mentor handbook.

NEW JERSEY

The State does not sponsor a special education teacher retention program. The SEA develops a plan of operation for the delivery of inservice training or personnel development activities based on needs assessments. LEAs are encouraged by the SEA to use a variety of incentives to insure participation by local district personnel in inservice training.

Specific Initiatives for New Jersey ... State regulations require that a Professional Support Team (PSP) be assigned to each provisionally certified teacher to provide support, supervision, and evaluation. The mentor teacher has a close working relationship with the provisional teacher. They orient the teacher to district policies, visit the classroom, model effective teaching techniques, and provide feedback. The curriculum supervisor gives the provisional teacher a perspective in current and new teaching techniques, access to resources, and assistance in developing an improvement plan. The State Department of Education provides orientation for the support team. Stipends for mentors and support team members are available.

The SEA has been historically active in minority teacher recruitment with historically black colleges and with other organizations that recruit minorities. A significant number of the Geraldine R. Dodge Foundation scholarships, which are merged with the Minority Fellowship Programs, are given to minority candidates.

New Jersey uses its data collection system to analyze minority teacher recruitment efforts. They also have programs to encourage minority high school students to consider the teaching profession. The Minority Academic Career Program provides financial support to minority students in full-time doctoral programs. The loans are forgivable for teaching full-time at a State college or university for four years.

NEW MEXICO

The State does not sponsor a special education teacher retention program. The SEA assures that the local agencies develop incentives to encourage participation in inservice training. Best Practices/Technical Assistance documents provide products, materials, and procedures that are developed for implementation and inservice training. A collaborative distance education project involving the NMSDE, the University of New Mexico, and the ten State RCCs provides graduate coursework through distance education technology to rural teachers to promote the retention of those teachers.

Specific Initiatives for New Mexico ... School personnel who have a Level II or III license are provided local training for assisting beginning teachers. The training includes observation skills, conference skills, skills and strategies for working with adults, and strategies for addressing the six essential teaching competencies. Local personnel are to provide instructional support, emotional support, and information about the local district.

NEW YORK

The State does not sponsor a special education teacher retention program. A CSPD Advisory Council was developed to provide recommendations on all areas associated with the supply and demand of teachers.

Specific Initiatives for New York ... State funds are used for release time for mentors, mentor and intern training, and the coordination and development of materials. A booklet with start-up suggestions for regional and State meetings is provided to enhance communication among program participants. Program evaluation results indicate that interns make greater progress toward induction and professional maturation than do other beginning teachers.

The New York State Teacher Opportunity Corps program is administered through the professional Career Opportunity Program in the Office of Equity and Access Programs. It is designed to facilitate the recruitment, selection, and preparation of minority and economically disadvantaged students for the teaching profession. IHEs may receive grants through this same program to increase the number of prospective teachers.

NORTH CAROLINA

The State does not sponsor a special education teacher retention program. The SEA uses a computerized program to monitor all personnel in a specific profession or discipline and to assure that they comply with the highest State standards. Incentives are used for inservice participation. North Carolina also uses several other methods like the North Carolina CEC Newsletter, Counterpoint, and SpecialNet to keep school systems and other agencies informed of

related Statewide news, training opportunities, vacant positions and special projects related to special education.

Specific Initiatives for North Carolina ... Each LEA is required to develop a two-year plan for beginning teachers and provide a mentor/support team for guidance, counseling, and assimilation into the profession. The mentor/support team conferences with the beginning teacher regarding expectations. They observe the teacher three times during the first year. The mentors provide data on areas of strengths and areas that need improvement. They also assist in designing a Professional Development Plan. The team models teaching behavior, provides resources, assists with problem solving, and interprets individual teachers' needs to the principal.

The SEA sponsors Project Teach, a minority teacher recruitment program, that encourages students to consider the teaching profession through programs that involve students and their parents in grades 7 through 12. African American and Native American high school students are encouraged to consider teaching professions through a Public School Forum. They may also apply for a Teaching Fellowship that provides loans which are forgiven for teaching in the State. The State also sponsors the Teacher Assistant's Scholarship program in which students work part-time in schools as they pursue their degree in teacher education.

As one of the five States that has worked with the Southern Education Foundation, North Carolina has developed several projects that focus on expanding the pool of minority teacher candidates and increasing minority enrollment in junior and senior high school college preparation courses.

NORTH DAKOTA

The State does sponsor a special education teacher retention program. The NDDPI addresses retention of qualified personnel through the following three initiatives. 1. Encouraging networking and other means of mutual support among employed special education personnel; 2. Working with special education directors and school district superintendents throughout the State to encourage their efforts to employ members of racial or ethnic minority groups and persons who have disabilities, and to recommend those persons for additional training in special education and related services; 3. Identifying reasons trained special education and related personnel exit current positions. Plans are then developed to address each of these issues.

Specific Initiatives for North Dakota ... The State has asked the legislature to provide the Department of Public Instruction with more capacity in staff development and quality assurance in teacher education. The North Dakota Education Association has a minority task force which offers scholarships for preservice education.

OHIO

The State does not sponsor a special education teacher retention program. The Special Education Regional Resource Centers (SERRC) offer training furnished by SERRC personnel, local, regional, and State consultants, as well as supervisors, teachers, university personnel, and out-of-State consultants. SERRC utilizes incentives which encourage the participation of school personnel. Special projects include those developed to retain special educators. A Statewide Education Information Management System (EMIS) identifies the number of employees that are retained.

Specific Initiatives for Ohio ... The Ohio Entry-Year Program (OEYP) became effective July 1, 1987. The statute requires local districts to assign a mentor to each beginning teacher for one year. Beginning teachers are given inservice training regarding the program and information about their assigned schools. Mentors are provided an orientation, training for mentoring responsibilities, and time to consult and assist the beginning teachers.

State standards require teacher education programs to have a minority recruitment plan. Ten percent of the funds from the Ohio Teacher Education Loan Program are set aside for minority candidates. The State forgives twenty percent of the loan for each year that the candidate teaches in a designated subject area and twenty-five percent of the loan for each year of teaching in a designated geographic area.

In Ohio the Minority Recruitment Consortium offers workshops for teachers, counselors, and principals on how to motivate minority students to consider teaching as a career. The LEAD Center in Ohio seeks to recruit minority candidates into school administration.

OKLAHOMA

The State does not sponsor a special education teacher retention program. One strategy of the SEA is the expansion of training opportunities at the preservice and inservice level to increase the number of educators and related service personnel in the area of identified needs by collecting and analyzing data to determine types and geographic location of personnel shortages. They then establish a task force to compare available programs with personnel shortages that impact the adequate supply of appropriately trained personnel. They develop agreements and contracts with UAP, IHEs, other agencies, organizations, groups, and National Technical Assistance Networks to effectively expand training opportunities for these identified needs. Another strategy reduces the number of professionals leaving the field of special education and related services by increasing an awareness and enhancing perception of careers in special education. Support is also provided for personnel through peer coaching, mentoring, and practicum experiences. Providing recognition to the professional who promotes and practices excellence and equity in education is another strategy for retention of teachers.

Specific Initiatives for Oklahoma ... Legislation enacted in 1981 mandates an entry-year assistance program for beginning teachers. An assistance committee makes recommendations regarding certification and designs a staff development program for the beginning teacher. The

assistance committee meets with the beginning teacher during the first 20 teaching days to explain the program. The committee meets three times and each member of the committee independently observes the teacher's classroom and completes two observation instruments. The beginning teacher is given feedback from these observations. The committee makes a recommendation concerning certification during its third meeting based on a majority vote of the members.

The Minority Teacher Placement Office has sought to implement standards for effective Multicultural teacher training. They also have goals to recruit, retain, and place minority teachers in Oklahoma schools.

OREGON

The State does not sponsor a special education teacher retention program. Special and general instructional staff, administrators, related service providers, support personnel, and parents of students with disabilities have an opportunity to participate in the Inservice Training and Technical Support (ITTS). Long-range State planning is conducted to determine State priorities for serving students with disabilities. District, regional, and State-wide workshops and summer institutes are conducted for the purpose of making appropriate personnel aware of information and promising practices. An ODE special education newsletter showcasing promising practices is printed and distributed to both regular and special education personnel throughout Oregon. A `Special Education Director's Memo' which includes information on promising practices and inservice training opportunities, is printed and distributed to all school districts in the State.

Specific Initiatives for Oregon ... The Beginning Teacher Support Program (BTSP) was enacted in 1987 and requires that assistance is provided by mentors. The mentor teacher provides information, direct assistance, and collegial support to promote success for the beginning teacher. The Oregon Department of Education provides workshops for mentor teachers that focus on the mentor's role, instructional assistance, strategies, and skills in delivering information to the beginning teacher, and collegial support.

The Council for Diversity in Education was established with the central purpose of increasing the number of minority teachers in Oregon. The State gives minorities a priority status for State forgivable loans.

PENNSYLVANIA

The State does not sponsor a special education teacher retention program. Activities which the State undertakes include training personnel utilizing satellite programming and multimedia materials. An Instructional Support Team Project (ISTP) offers inservice training and technical assistance program for all personnel (regular and special) to assist in the planning and implementation of pre-referral strategies designed to produce success for all students within the

regular classroom. GATEWAYS is a Statewide inservice training and technical assistance program to assist local school personnel as they integrate students with moderate to severe disabilities into regular schools. It is an initiative that employs intermediate unit personnel to deliver comprehensive training at the local level. The goal of GATEWAYS is to maintain and enhance the local capacity to execute systems change strategies. A Statewide initiative, LEA-IHE Personnel Training Partnerships, provides incentives for LEAs and IHEs to form partnerships for delivery of preservice and inservice training.

Specific Initiatives for Pennsylvania ... A Teacher Induction Program (TIP) for beginning teachers became effective June 1, 1987. It requires that each school establish an induction council to develop individual goals and objectives for their individual TIP and to structure the program to meet the school's needs. Local schools must select a mentor, or mentor teams, and define the responsibilities of the mentor, mentor teams, and the district administration. A mentor, or mentor team, is comprised of certified personnel who are recognized by peers for excellence in teaching.

SEA personnel and representatives of IHEs have formed a coalition to enhance the participation of minorities in higher education.

RHODE ISLAND

The State does not sponsor a special education teacher retention program. They establish annual priorities through a Statewide needs assessment that deals with continuing education activities such as the co-sponsorship of topical conferences on a variety of topics. Some of the specific topical training have been on: inclusion of students with disabilities; co-teaching training; collaboration of special needs teachers and related service providers with general education teachers; workshops on writing the IEP and making placement decisions; teacher support team training; and specific training in assessing assistive technology information and devices.

Specific Initiatives for Rhode Island ... Rhode Island's Master Planning Committee has made minority student enrollment in undergraduate and graduate teacher education programs a focus. In 1993, the Commissioner of Education appointed a Minority Teacher Recruitment Task Force which sponsored two studies to identify the barriers to minority candidates for teacher preparation programs and barriers to minorities seeking employment as new teachers.

SOUTH CAROLINA

The State does not sponsor a special education teacher program. The CSPD committee has established a subcommittee to address retention. The Recruitment/Retention Committee (RRC) has developed a goal to design and implement a Comprehensive System for Retention of Personnel (CRP) by inviting key contact persons to participate and develop the CRP, to gain support for the CRP, to implement the CRP, and to evaluate efforts and effects of the CRP. The South Carolina Center of Excellence for Rural Special Education has established the Electronic

Support for Retention in Rural Special Education, an electronic bulletin board service that works with "burn out" due to feelings of isolation, lack of support, and little opportunity for professional growth. The Center is the Electronic Hub and provides voice, fax, and a bulletin board information.

Specific Initiatives for South Carolina ... South Carolina Teacher Recruitment Center sponsors the Teacher Cadet Program and ProTeam Program to encourage high school students to enter the teaching profession. South Carolina also funds teacher education at Benedict College and South Carolina State College, two historically Black IHEs. The funding assists in the IHEs recruitment of high school seniors and non traditional students. These IHEs have formed a partnership with the South Carolina Center for Teacher Recruitment. The Beginning Teacher Assistance Program is designed to provide assistance and support for minority teachers in eight selected rural districts.

SOUTH DAKOTA

The State does not sponsor a special education teacher retention program. The need for continuing education resulted in the use of incentives to ensure the participation of teachers and other personnel. Inservice training (continuing education procedures), is based on the needs assessment data mandated and addresses on-going district-level training, regular, regional, and district-specific training programs, as well as technical assistance activities. The 'summer institutes' provide intensive professional study for instructional and leadership personnel. The Curriculum Center serves as a clearinghouse and central State-wide informational resource in special education. This generates a report of current and projected personnel needs. Counterpoint, is distributed to all LEAs. The Challenge, Hi-Lites, and Administrative Memorandum are publications that are distributed by the Division of Education to school personnel. The Circuit is a State-wide newsletter disseminated by the Division of Education. 'Partners in Progress' is a personnel preparation project to assist general and special educators in curriculum and instruction modifications as well as service delivery. The State also offers distance learning cooperatively administered by the Office of Special Education and the Division of Education's Office of Technology in Education.

TENNESSEE

The State does not sponsor a special education teacher retention program. Local school systems provide instructional and support personnel an opportunity to upgrade their skills and expertise. They also provide training and support for personnel working at all educational levels and environments and use incentives for inservice beyond the required days which ensure participation by teachers. Counterpoint and The Special Educator provide information of promising practices and other projects.

Specific Initiatives for Tennessee ... The Tennessee Higher Education Commission funds a Minority Teacher Education Matching Grant. This grant program provides funding to six public and three private institutions of higher education on a competitive basis to encourage minority students to pursue teaching careers.

TEXAS

The State does not sponsor a special education teacher retention program. Retention strategies include retaining qualified personnel through the development of incentives programs. The Texas Teacher Recruitment, Retention and Assistance (TTRRA) program facilitates the retention of qualified and certified personnel to ensure excellence in providing equity in learning for all students. The Mentor Training Academy (MTA) promotes efforts in school districts to 'grow their own professionals', as well as fostering the continuing growth of educators in the field. The Cross Cultural Academy (CCA) manages an electronically based network to link beginning teachers with university and school based educators during their initial year of teaching. The Leadership Enhancement Academy seeks to identify factors impacting minority teacher development and retention.

Specific Initiatives for Texas ... The State has a program that is designed to be formative in nature and to rely on interactions between a mentor and beginning teacher for its success. The local district is responsible for providing new teacher orientation and a minimum of 30 clock hours (five days) of release time for the beginning teacher and his/her mentor. New teachers receive training in district policies and procedures, needs of the school and community, activities relating to the opening and closing of the school, student assessments and reports, instructional strategies, content knowledge and curriculum assistance, classroom management, communication and conferencing skills, self-evaluation techniques, and the utilization of instruction media.

UTAH

The State does sponsor a special education teacher retention program. The Personnel Development Plan (PDP) coordinates efforts among SEAs, LEAs, IHEs, and professional associations to retain qualified personnel. Incentives are offered for participation in continuing education activities.

Specific Initiatives for Utah ... Utah requires that local school systems operate a mandatory beginning teacher support program. The program includes a teacher support team and the implementation of three evaluations each year by trained evaluators.

VERMONT

The State does not sponsor a special education teacher retention program. The Vermont Professional Development Consortium works to develop strategies to retain personnel and collect

the data on students enrolled in preparation programs and the numbers of students who have graduated from special education programs. The Rural Employment/Transition Specialist Grants are designed to ensure that qualified individuals from all regions of the State have access to coursework and internships. Summer Tuition Reimbursement Grants provide tuition reimbursement following the successful completion of courses related to the provision of special education.

Specific Initiatives for Vermont ... Every five years, local school districts submit their application and program plan for special education to the Department of Education for review and approval. This plan includes a detailed listing of the number and type of special education and related services personnel are employed, including their certification or licensure status. It also includes a detailed list of additional personnel needed for the next five year period. Annual updates must be submitted where changes have occurred. The Vermont Department of Education approves special education teacher training programs in Vermont colleges and universities.

VIRGINIA

The State does not sponsor a special education teacher retention program. In their attempts to restructure teacher education programs, Virginia has asked institutions of higher education to report on their efforts to increase the number of minority students in their teacher education programs.

WASHINGTON

The State does not sponsor a special education teacher retention program. Retention activities sponsored by the SEA include the following: sponsorship and provision of inservice training for general and special education staff, paraprofessionals, and administrators; the provision of stipends to assist staff in completing training necessary for permanent certification or endorsement in special education; the provision of mentors for some new personnel; and the provision of stipends for occupational and physical therapy field supervisors. Future activities include conducting a study of special education teaching, related services, and paraprofessional staff to determine factors relevant to retention in Washington State and assisting the nine regional Educational Service Districts (ESD) and LEAs in the development of regional or local plans to address personnel development, retention, and inservice training.

Specific Initiatives for Washington ... A Teacher Assistance Program (TAP) was initiated in 1985-86. One hundred mentor positions received State funding to assist beginning teacher support. Local district-sponsored training is on-going. The State legislature has recommended that efforts to develop teacher scholarships be targeted at minorities. They have approved money to help public education institutions recruit minorities to their campuses.

WEST VIRGINIA

The State does sponsor a special education teacher retention program. The Special Education Personnel Development Advisory Committee (SEPDAC) has established a goal that addresses the establishment of a program that will retain qualified and effective personnel. This goal will be met through objectives that increase the supply of qualified available personnel through the development and implementation of a retention campaign and the identification and reinforcement of effective personnel.

Specific Initiatives for West Virginia ... The mandatory Beginning Educator Internship Program (BEIP) became effective on August 1, 1991. A three-member professional support team is chaired by the principal and includes a person from the professional staff development council and a mentor who is an experienced classroom teacher. Inservice professional development programs are provided for the beginning teacher and mentor. The mentor and teacher meet weekly, and the mentor observes the classroom at least one hour weekly during the first semester.

WISCONSIN

The State does sponsor a special education teacher retention program. The State goal is to provide inservice training programs which will raise the skills and increase the knowledge of all individuals who are involved in education and related services. The Department publishes a newsletter, Education Forward, and has a network of learning resource centers responsible for training and supporting teachers and administrators. The DPI has the technology to access ERIC, SpecialNet, and other information data bases as needed by the field.

In Wisconsin, it is mandated that all IHEs have a minority recruitment program for their teacher education programs. The Department of Public Instruction sponsors 'Teacher World' to attract high school juniors into the teaching profession. Wisconsin also has three innovative experimental teacher preparation programs that focus on the recruitment of minority teachers.

WYOMING

The State does not sponsor a special education teacher retention program. The Wyoming Department of Education develops and makes available a plan that includes training incentives to assist in the retention of qualified personnel. Needs assessment information is provided to the University of Wyoming and the Wyoming Association of Special Education Administrators so that preservice and retention needs can be addressed.

Specific Initiatives for Wyoming ...The Wyoming Department of Education works cooperatively with preservice and graduate training programs to provide an adequate supply of qualified special educators and related services providers.

SOURCES: Individual State Plans

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